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Ancient medicine from Africa and Europe

## **SOCIAL SCIENCES**

### **History**

## **THE DEVELOPMENT OF MEDICAL SCIENCE**

### **Module 1**

## **ANCIENT MEDICINE FROM AFRICA AND EUROPE**

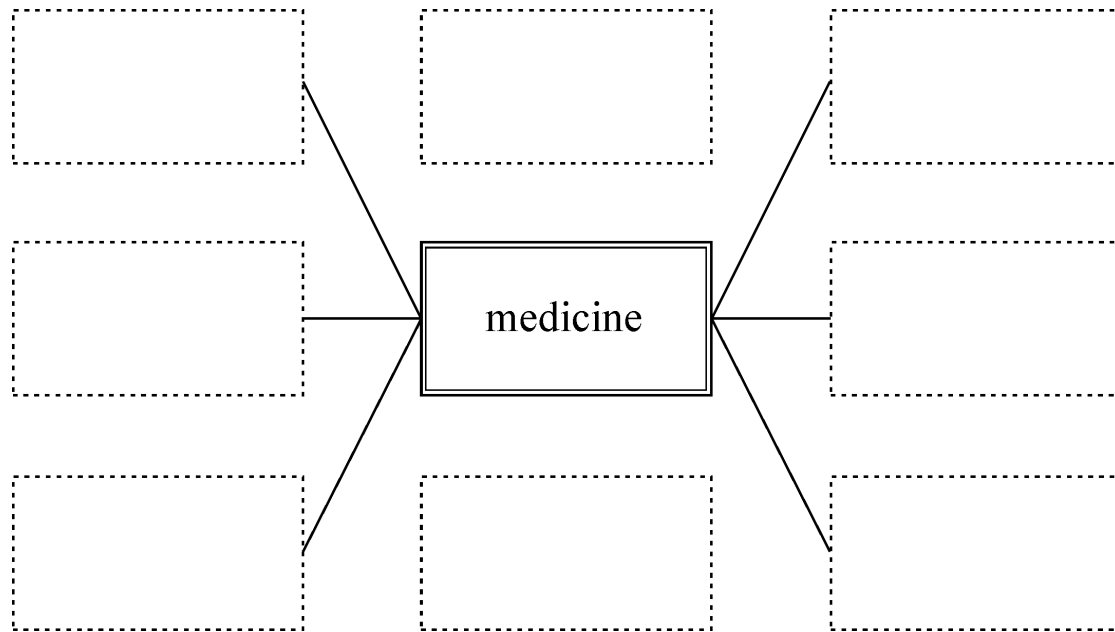
### **Activity 1:**

**To differentiate between primary and secondary sources on ancient medicine and to make deductions from the sources**

### **[LO 3.3]**

#### **a) What is medicine?**

When you hear the word medicine you think of a variety of things. Fill in the blocks by writing down what you think of when you hear the word medicine, or what it means to you.



### **b) Earliest illnesses**

The earliest form of illness was discovered by a professor who studied a fossil of a dinosaur. Millions of years ago this giant animal developed cancer in its long tail. Just think how difficult it must have been for this animal to move around or to look for food, because of the pain in its tail. The animal became weaker and weaker and eventually died.

### **c) Stone Age**

Before scientists manufactured medicine, people, and also animals, used their own methods. A sick dog ate grass, or licked its wounds until it healed.

The earliest kind of medicine man lived during the Stone Age, about 17 000 years ago. These people made rock paintings in caves, from which we can learn much.

### **e) San**

The San in Southern Africa also had health problems. Many people died from being bitten by snakes, poisonous spiders or scorpions, or from injuries sustained when they hunted wild animals. Witch-doctors were

sometimes consulted for cures. They believed that people who became ill, were possessed by spirits, and the witch-doctors had to drive out the spirit, thing or person that had caused the illness. The San also used herbs – leaves and roots of a variety of plants – for medicine. Sometimes these plants were burnt to ashes, mixed into a paste and rubbed into the wound. For snake-bites, the skin of a snake was placed over the wound to extract the poison.

#### **f) Khoina**

The Khoina believed that illnesses were caused by the spirits of the dead. Some of their witch-doctors had a good knowledge of herbal medicines. This “doctor” usually carried a small pouch containing roots, twigs and leaves of plants, bones and flesh from animals. This was cut up and ground to a powder to be used as medicine.

#### **g) First hospital and medicines used at the Cape**

The first hospital at the Cape was erected in the fort by Jan van Riebeeck. This hospital was very uncomfortable. Mattresses were made from cloth, stuffed with grass and put onto a hard board.

The cattle farmers and, many years later the Voortrekkers, used several interesting remedies during the trek into the interior. Children’s illnesses, like whooping cough and measles, occurred often and caused the death of many children. Every family had a medicine chest containing various remedies.

Read the following remedies and decide whether you would make use of them:

**Stomach ailments:** Leaves and roots of plants were cooked and drunk.

**Plasters:** Plasters were made from the resin of thorn trees, or blue-gum leaves and vinegar.

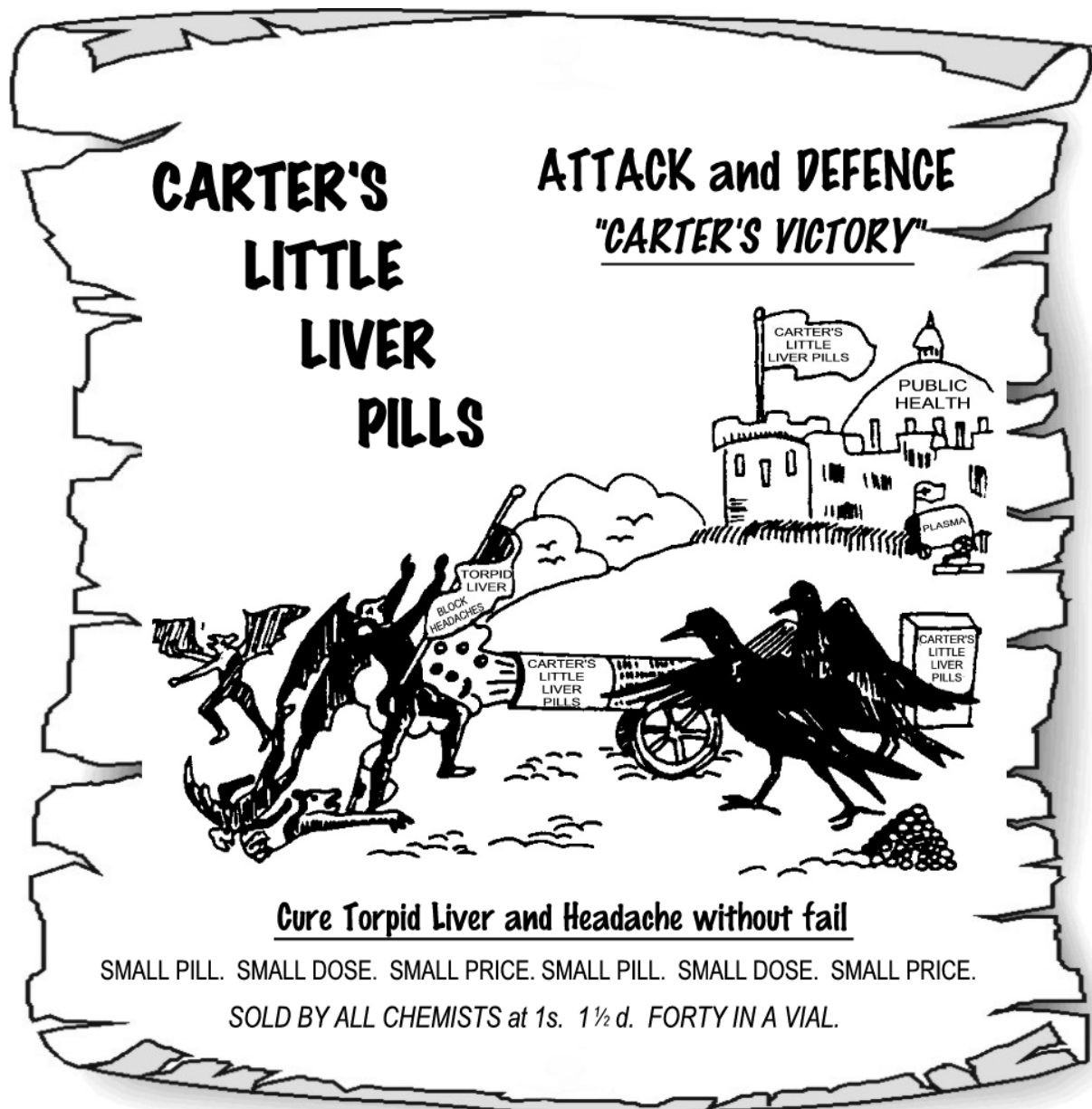
**Pneumonia:** The warm skin of a freshly-slaughtered goat was put on the patient’s chest.



**Asthma:** Children with asthma had to play in the stables early in the morning so that the smell of saltpetre from the urine of the horses could open up their chests.

#### **h) Medicines used in England**

The following advertisement for medicine appeared in the *London News* a hundred years ago, in 1893.



1. Who was the manufacturer of the pills?
2. For what purpose were the pills used? (Two reasons)
3. What is meant by "Carter's Victory"? Use a dictionary.
4. Explain what is meant by the slogan "Attack and Defence".
5. Where were the pills sold?

6. Which words indicate that the pills were cheap?
7. Try to ascertain the value of 1s 1½d in rands and cents.
8. Why do you think, did the artist use birds in the advertisement?
9. Describe the events in the picture.

## Assessment

Learning Outcomes(LOs)
LO 1
<b>HISTORICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:
1.1 finds sources:
<ul style="list-style-type: none"> <li>identifies sources to help answer the question about the topic;</li> </ul>
1.2 works with sources:
<ul style="list-style-type: none"> <li>selects and records relevant information for specific purposes from a variety of sources (e.g. oral, written and visual sources,</li> </ul>

including maps, graphs and tables, objects, buildings, monuments, museums);

1.3 answers the question:

- arranges information logically and chronologically in answering questions about people, events, objects, and places in the past.

LO 2

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**The learner will be able to demonstrate historical knowledge and understanding.

We know this when the learner:

2.1 chronology and time:

- places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE';

2.2 cause and effect:

- gives reasons for and explains the results of key events and changes in more than one context;

2.3 change and continuity:

- identifies some aspects of society which have changed and some which have stayed the same over time in more than one context.

LO 3
<b>HISTORICAL INTERPRETATION</b> The learner will be able to interpret aspects of history.
We know this when the learner:
3.1 interprets sources:
<ul style="list-style-type: none"> <li>• compares two versions of an historical event using visual or written sources;</li> </ul>
3.2 reconstructs the past:
<ul style="list-style-type: none"> <li>• distinguishes opinions from facts and information;</li> </ul>
3.3 representation of the past:
<ul style="list-style-type: none"> <li>• identifies and selects items which represent an aspect being studied, to contribute to a class display, school museum or community archive.</li> </ul>

## Memorandum

### Activity 1

There are many indications of changes that took place in Africa, also in the arts and sciences. Some of the oldest fossils of humans have been found in Africa. The oldest advanced cultures originated in Africa (eg. Egypt). In

certain areas the learners could also have the opposite viewpoints – as long as they can be well motivated.

Jenner conquers pox

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE DEVELOPMENT OF MEDICAL SCIENCE**

### **Module 2**

#### **JENNER CONQUERS POX**

At the beginning of the 19th century, several scientists were working hard to find cures against deadly diseases. Illnesses like smallpox, which caused the death of people until fairly recently, are not such a big danger to mankind any longer.

Today, scientists are trying to find cures for other illnesses which threaten us, such as AIDS and cancer.

In the following section you will find out who have made valuable contributions to the fight against dangerous diseases.

#### **a) The fight against smallpox**

Read the following article and answer the questions:

#### **TERRIBLE DISASTER HITS CAPE SOCIETY**

Castle of Good Hope, 31 December 1755. This year the Cape was hit by the terrible “pox” which had raged so violently across the country in 1713. (In that year a ship carrying sailors with smallpox, docked at Cape Town. Hundreds of people died and the Khoina, in particular were affected. Complete Khoina tribes became extinct, and that broke the might of the Khoina for ever.

During 1755 altogether 987 Freeburghers and 492 slaves died from smallpox at the Cape. In the rural areas this disease was not as devastating, probably because those farmers stayed away from the Cape when they heard about the epidemic.

At that time disease was brought to the Cape through a ship which arrived from Ceylon (Sri Lanka). The clothes of people who had died from this disease, were bought by other people and in this way the disease spread rapidly. The governor took strict precautions to prevent this disease from ever being brought to the Cape again.

Everyone at the Cape went to church on 7 April 1756 to thank the Lord for having spared their lives and because there were no further cases of the disease.

(Adapted from: A. Boëseken: *Die Nuusbode*)

## **Activity 1:**

### **To verify your explanation on pox with relevant proof**

#### **[LO 1.3]**

(i) How many smallpox epidemics hit the Cape? Write down approximately how many people died during each epidemic.

(ii) Write down two causes of smallpox at the Cape.

(iii) What prevented people in the rural areas from getting smallpox?

(iv) You are the governor at the Cape and must ensure that the Cape is never again struck by this disease. Write down a number of measures which you will apply to protect the Cape.

#### **(v) CLASS DISCUSSION**

Have a discussion in class and tell your friends



what measures you will apply to prevent smallpox from breaking out at the Cape again.

### **b) Edward Jenner conquers this disease**

At the end of the 18<sup>th</sup> century Edward Jenner heard of a country girl who said that she did not get the smallpox because she had had cowpox. People became infected from the sores on the udders of cows that they milked. Jenner started doing experiments to find an antidote for this disease.

He took the risk of inoculating an eight-year-old boy, James Phipps, with cowpox bacteria. This he did by first of all making a small cut on James's arm and rubbing fluid from the sores on the girl's arm, into the cut. The boy was later injected with real smallpox germs, but did not become ill. He had been made immune against smallpox. I wonder if you would have let yourself be inoculated if you were James?

Jenner repeated the experiment several times and nobody who had been inoculated became ill. His method of inoculation soon became known and people in other countries started using the same method.

Through the work of Jenner, everyone was saved from this dangerous disease.

Today people hardly get smallpox any more – the disease has almost been wiped out.

### **c) Assignment**

Write down what you think Jenner would have written in his diary after he inoculated James Phipps with real smallpox germs.

### **Assessment**

## Learning Outcomes(LOs)

### LO 1

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Pasteur and Lister conquer germs

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE DEVELOPMENT OF MEDICAL SCIENCE**

### **Module 3**

## **PASTEUR AND LISTER CONQUER GERMS**

Viruses, germs and bacteria are invisible to the eye. They are present in the air that surrounds us. Scientists say that a virus is a million times smaller than a millimetre. Every day we inhale many viruses, but fortunately we do not always become ill. (What is a computer virus?)

The person who discovered the real cause of disease, was Louis Pasteur. He discovered that the air around us is full of germs - germs that are so small that they can only be seen under a powerful microscope. These germs cause foodstuffs to decay if they are not preserved in some way.

The discovery of a means of preservation, which made Pasteur famous, bears his name: pasteurization. He proved that food can be preserved for a long time if it is germ-free. He discovered that heating milk to just below boiling point and then cooling it immediately, killed the germs or bacteria in it. This process is called pasteurization and is still used on dairy farms.

Because of this discovery, nearly all types of food, e.g. meat, fish, vegetables and fruit, can be preserved germ-free in containers or tins. The food is cooked in the tin until it is free of germs and the tin is then sealed. This food is safe to keep for a long time.

### **Activity 1:**

## How to acquire and use sources

### [LO 1.2, 2.1]

Class discussion

**a) Use the following questions to open a discussion. Then you can use your own questions!**

- Which milk is the safest for drinking: milk bought in a container in a café or the delicious fresh milk bought on a farm straight from the cow? Why?
- Say how would you make milk germ-free.
- Examine five items of food in your house. Do the labels indicate that the contents has been pasteurized?
- Why can tinned food be kept for such a long time?

### **b) Research**

The vaccine against the dreaded disease called rabies is one of Pasteur's most important discoveries. He could not determine the origin of the disease because the virus was too small to be seen through his microscope. He produced vaccine for treating people who had been bitten by rabid dogs from the spinal marrow of contaminated rabbits.

On 6 July 1885 the vaccine was used on a nine-year-old boy who had been bitten by a rabid dog three days earlier. The boy recovered. Another vaccine proved to be successful! Find out for yourself what happened then ....

Supply the following word(s) that helped you to acquire the rest of the information above:

Contents \_\_\_\_\_

Index \_\_\_\_\_

### **Activity 2:**

**To understand that different points of view on Pasteur could be right or wrong**

**[LO 2.1]**



Louis Pasteur wants to test this vaccine against rabies on a human being for the first time.

- Explain, on his behalf, by means of the **A.P.C.** method, what the possibilities could be if the experiment is successful.
- What will his alternatives be if the experiment fails?
- What choice does Pasteur make?
- What would you have done? Why?

Discuss the following in class and complete the assignments.

- What **lesson** for **life** does Pasteur want to teach us?
- Mention four good characteristics of Pasteur.
- You have been asked to write an epitaph for a memorial stone which is to be erected for Louis Pasteur. Write it down.

Pasteur, the hard worker, once said: “These three things, **will**, **work** and **success**, cover our whole life. **Will** opens the door to brilliant and happy

careers, **work** crosses the threshold, and at the end of the journey **success** crowns our efforts.”

#### **d) Joseph Lister: The father of modern surgery**

During the first half of the 19<sup>th</sup> century, operations were still very dangerous. Most patients died during surgery. Wounds became infected and patients died from blood poisoning.

Lister wanted to find a solution. After becoming aware of Pasteur’s discovery of germs, he realized that, as the air was full of bacteria, these could penetrate incised wounds. Germs therefore caused infection in wounds made during surgery.

### **Activity 3:**

#### **To understand chronology and time**

#### **[LO 2.1]**

#### **e) Assignment**

(i) You will find that changes occur suddenly or gradually. First study the article and illustration and write down five serious problems that occurred in hospital wards/passages. Use a separate A4 sheet.

#### **SOURCE 1**

Lister decided that all instruments and the surgeon’s hands should be disinfected (made germ-free or sterilized). He developed a disinfectant (a solution of carbolic acid) which destroyed germs in wounds. This remedy also caused a scab to form over the wound, which prevented germs from penetrating wounds.

Lister proved his new methods over and over again. He immediately started training doctors and nurses to disinfect their clothes, hands and instruments.

He made a great contribution towards saving the lives of people by making operations safer.

## SOURCE 2



## Hospital

- i. Read the excerpt from Lister's letter to Pasteur and write down three of Lister's good characteristics.

"Allow me to thank you because your brilliant research has shown me the truth regarding your theory of germs as the cause of decay. You taught me the principle which made my method of antiseptic treatment such a success. If you ever come to Edinburgh, you will be rewarded by seeing in our hospital to what a great extent mankind has benefited by your work..."

(iii) Have a group discussion and tell the members of your group about an **operation** which you have had. Remember, if it had not been for Lister's discovery, you might have died.

(iv) Make a list of all the preventative measures which are taken in hospitals to prevent infection in operation wounds nowadays.

PREVENTATIVE MEASURES THAT WERE TAKEN LONG AGO	PREVENTATIVE MEASURES THAT ARE TAKEN TODAY

## Assessment

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Aids: dreaded disease from Africa

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE DEVELOPMENT OF MEDICAL SCIENCE**

### **Module 4**

## **AIDS: DREADED DISEASE FROM AFRICA**

There still are many diseases that have not been cured. Every year people contract 'flu and other illnesses from new viruses for which antidotes have yet to be found. Scientists continually work on new medicines to make our lives easier.

The two diseases feared by most people today, are cancer and AIDS. Much research has been done regarding these diseases and many patients who suffer from it, have been cured or have had their lives extended.

### **Activity 1:**

## **To understand the different causes and consequences of aids**

### **[LO 2.2]**

#### **a) HIV/AIDS**

Aids is the most dreaded disease of our times. It is said that more than 1 000 people contract this virus in South Africa per day. The problem is that scientists have not yet found an antidote for AIDS. People who contract this disease, may die from it.

## **b) What is HIV/AIDS?**

AIDS infects the body by entering the bloodstream and breaking down the immune system so that the body cannot fight germs any longer. AIDS in itself cannot cause death, but it weakens the body so much that other illnesses can cause an infected person's death.

## **c) How can you contract AIDS?**

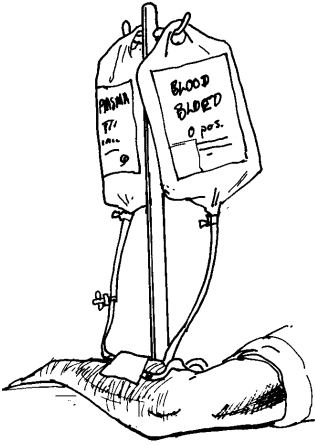
Have a class discussion on ways the disease is transmitted.



Homosexual contact



Heterosexual contact



Blood and blood products



Transfer at birth



Sharing contaminated hypodermic needles

#### **d) Assignment on the results of AIDS**

Study the following **illustrations** and discuss them in your **groups**. Then have a **class discussion** on the following topics. **REMEMBER:** Don't think of this as a joke, but as a way of discovering more about this disease, so that people can avoid contracting AIDS.

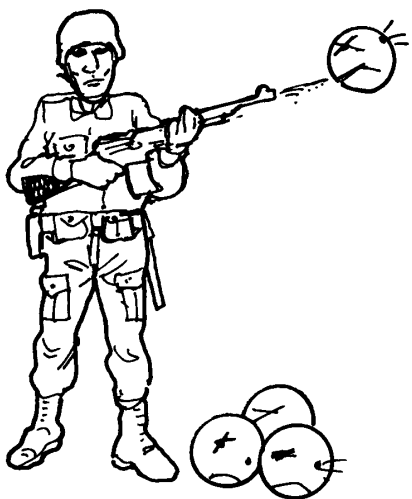
A = acquired (to obtain)

I = immune (resistance to disease)

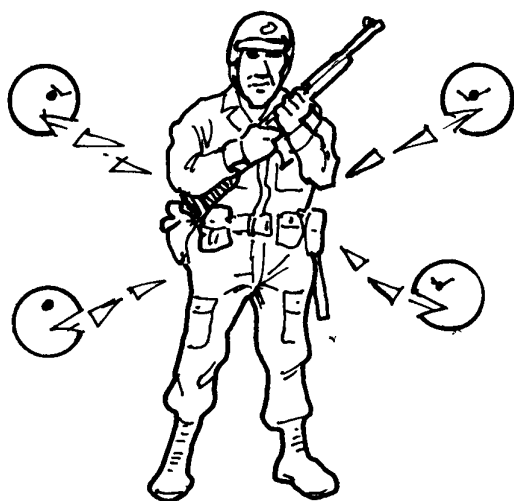
D = deficiency (shortage)

S = syndrome (a combination of symptoms that indicate a particular disease or disorder)

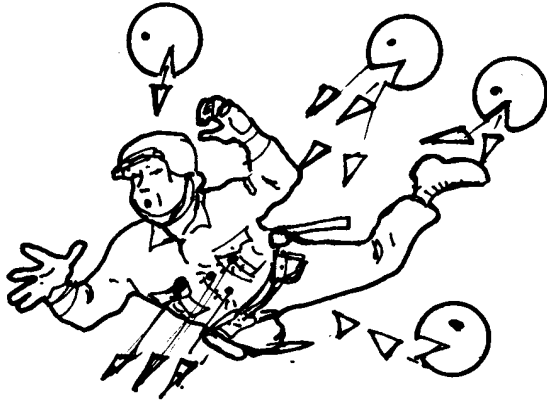
How does this disease work?



Body's soldier



Kills germs



Body's soldier dead. Other germs penetrate the body

**e) Which precautionary measures related to hygiene must be taken at all times? Discuss the following in pairs.**

VERY IMPORTANT

You do not have to worry about contracting AIDS. If you avoid the situations that can lead to AIDS and follow the precautions, you can rest assured and carry on normally with your life. If people live carelessly, the possibility that they may contract AIDS is always there.

BE CAREFUL AND BE SURE!

**f) As an authority you have been asked to write a short article for an international publication about the seriousness of AIDS in South Africa. First explain briefly the causes and consequences, then suggest a plan of action to address the problem effectively.**

## **Assessment**



**HISTORICAL KNOWLEDGE AND UNDERSTANDING**The learner will be able to demonstrate historical knowledge and understanding.

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Peaceful protest until the 1950's

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE ROAD TO DEMOCRACY IN SA SINCE 1910**

### **Module 5**

## **PEACEFUL PROTEST UNTIL THE 1950'S**

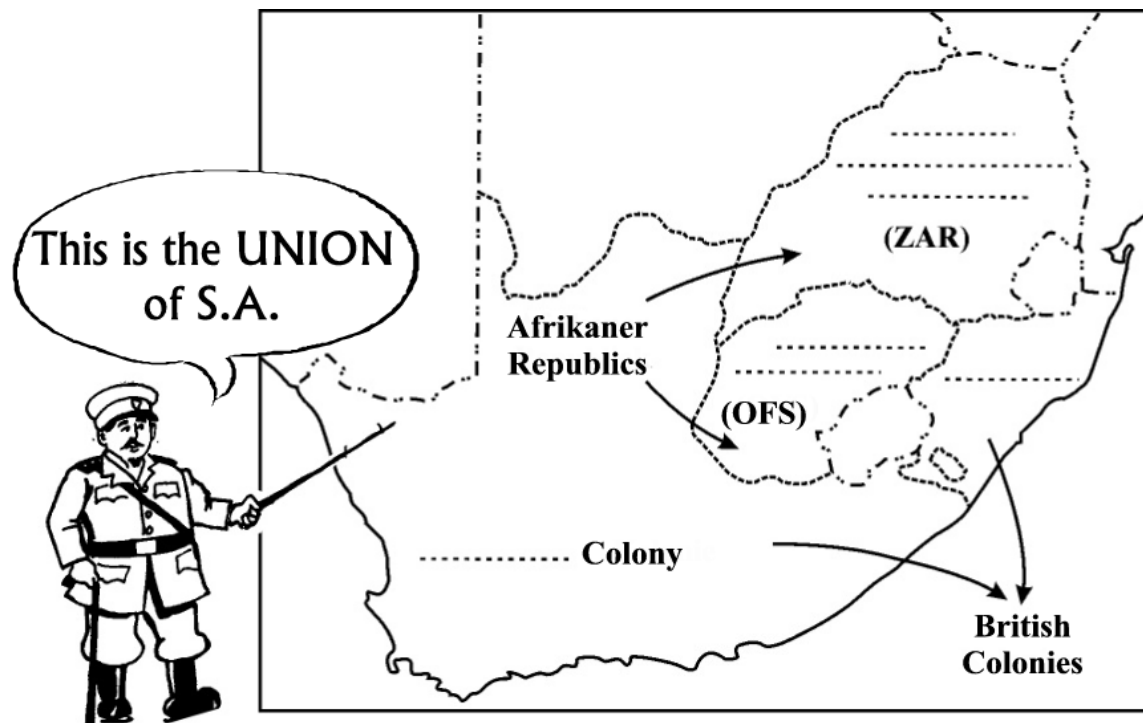
### **Activity 1:**

**To apply sources on peaceful protest during the 1920's and 30's**

### **[LO 1.2]**

**PEACEFUL PROTEST IN THE 1920'S AND 1930'S**

**(a) Enter the missing names of republics and colonies before 1910 on the map. Consult your own sources.**



The union of South Africa (1910)

The Union of South Africa was established on 31 May 1910, as a British dominium, with Louis Botha as the first premier. Black people, however, did not have the vote and could not take part in elections. Only in the Cape Province did Coloured People and some Blacks have the right to vote. In reaction to this, the SANNC (South African Native National Congress) was established in Bloemfontein in 1912, under the leadership of the Reverend John Dube. The movement was to strive for justice and freedom for the black people of SA. They were against violence and wanted to achieve their ideals through reason, patience and perseverance.



John Dube (1871 – 1946)

Zulu reverend and teacher



Sol Plaatje

A founder member of the ANC

During the 1920's organisations like the Industrial and Commercial Workers' Union of SA of Clements Kadalie, the biggest trade union in SA in the 1920's, encouraged several strikes on farms and in towns and cities. Clashes with the police occurred and many people died. In 1923 the name of the SANNC was changed to the ANC (African National Congress). During the 1930's the movement almost ceased to exist because of internal divisions and financial problems.

Organising mass action against apartheid during the 1940's and 50's

In the 1940's, and especially just after the end of the Second World War, support for human rights increased world-wide. The ANC also experienced a renewal. However in 1948 the government was taken over by Dr Malan's National Party and apartheid, which was already being applied, became the official policy of the country and was strictly enforced. Black people had previously been able to use public conveniences and people of different races could mix and marry. New legislation, however, prohibited this:

- 1949: Mixed Marriages Act
- 1950: Group Areas Act (Example A)
- 1952: Pass Law
- 1953: Separate Amenities Act (Example C)

The Population Registration Act (1950) divided South Africans into four groups: Blacks, Whites, Indians and Coloureds. The law restricted the lives of people: it prescribed where they could live, work and be educated and curbed their freedom of movement. Coloured people living in the Cape Province lost the right to vote as a result of the Group Areas Act. People also had to vacate their homes and move away from residential areas like District Six, to undeveloped areas on the Cape Flats.

The following are three examples that caused dissatisfaction on a large scale amongst black people:

Example A: The Group Areas Act

**(b) Suppose that you are an inhabitant of Sophiatown or an official involved with the removals from Sophiatown. Study the sources that are provided and write a short letter to a friend, or put together a wall chart on the events.**

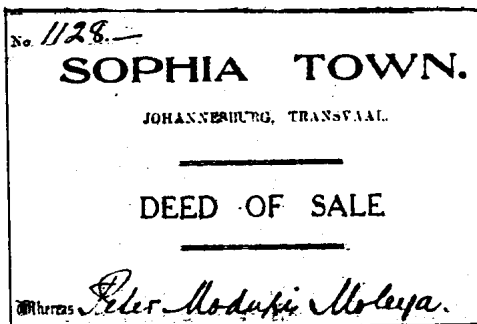
(Remember the who, where, when, what and why.) First have a class discussion on the event. Afterwards, compare information and add on

where necessary.

SOURCE A



SOURCE B



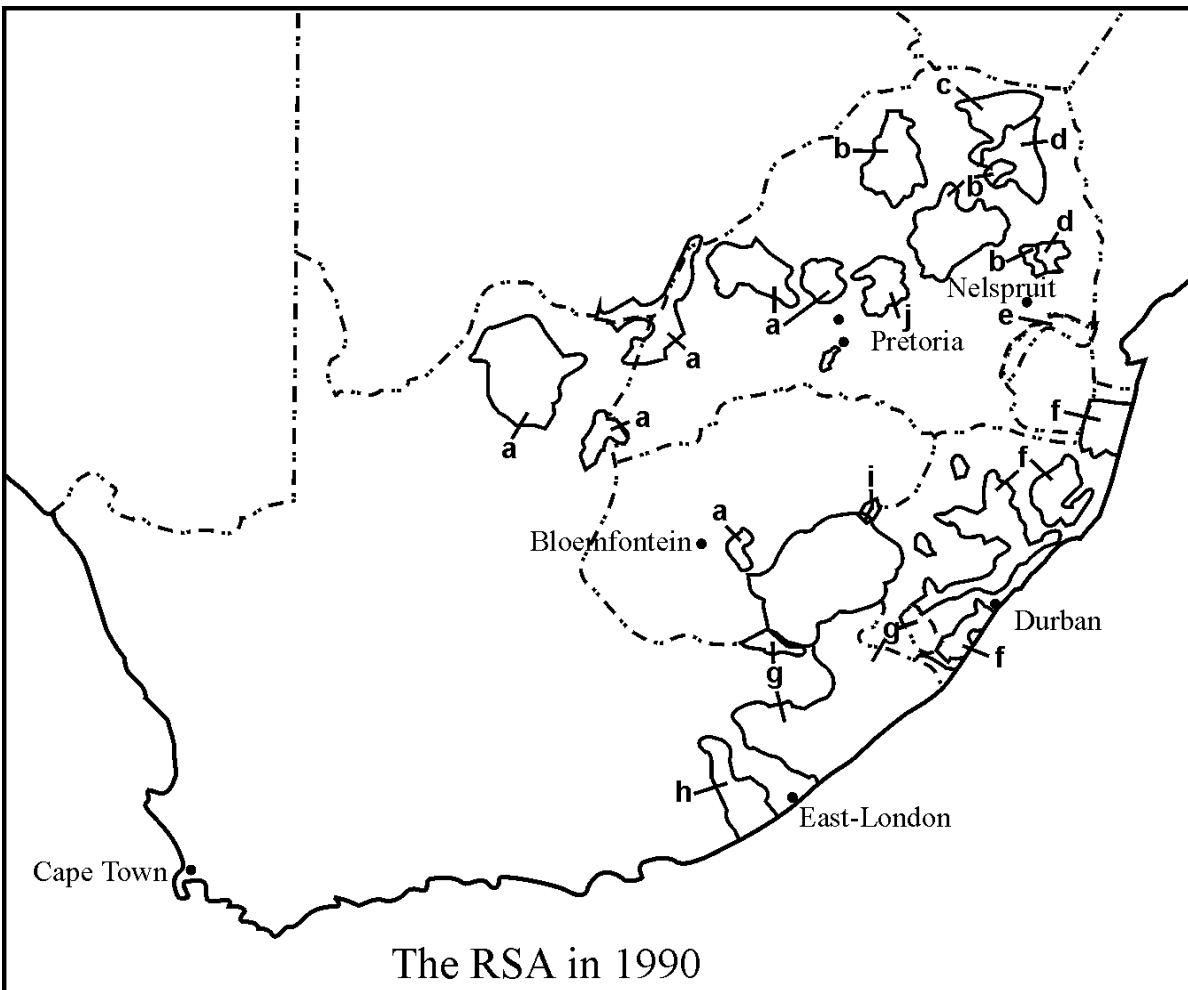
Black people, likewise, had to vacate Sophiatown on the West Rand (which today is Triomf), near Johannesburg in 1955. In February 1955 black people were moved to Meadowlands (now part of Soweto).

Example B: Homelands

Ten homelands were set apart for black South Africans. Four of the homelands gained complete independence, but were only accredited by the

South African government. The homelands policy, however, was rejected by most of the black people and also by the international community, because they believed that all South Africans should have full civil rights in SA.

**(c) Fill in the names of the previous homelands next to the corresponding number:**



(a) B \_\_\_\_\_

(b) L \_\_\_\_\_

(c) V \_\_\_\_\_

(d) G \_\_\_\_\_

(e) Ka \_\_\_\_\_

(f) Kw \_\_\_\_\_

(g) T \_\_\_\_\_

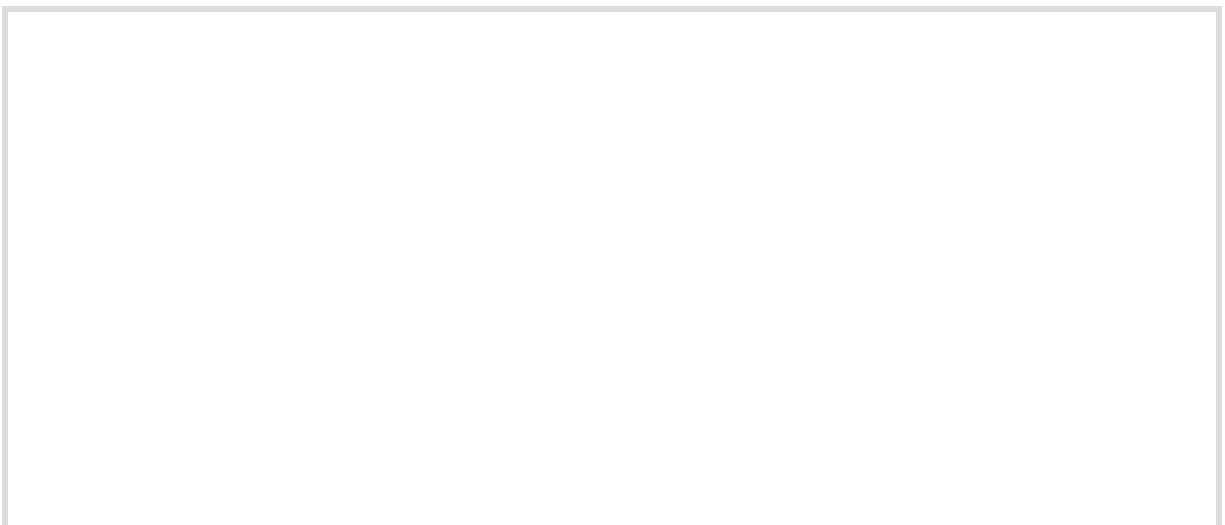
(h) C \_\_\_\_\_

(i) Q \_\_\_\_\_

(j) Kw \_\_\_\_\_

#### Example C: Separate Amenities Act

According to these laws, black people who worked in towns and cities had to carry passes (identity documents) from 1952. If anyone was found without a pass, he was given a jail sentence. Black people had to live in locations (slum areas). Mass action occurred more and more frequently in the 1950's. And the membership of the ANC increased from 7 000 to 100 000.







Chief Albert Luthuli (1898 – 1967) President of the ANC from 1952-1960. He received the Nobel Prize for Peace.



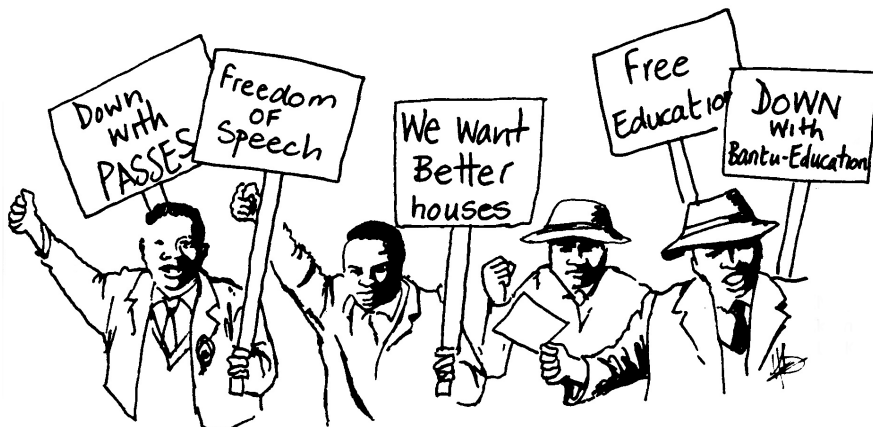
Oliver Tambo (1917 – 1993) ANC-president from 1960 - 1991

**(d) Answer the questions on the following cartoon, which appeared in 1953. You may work in pairs:**



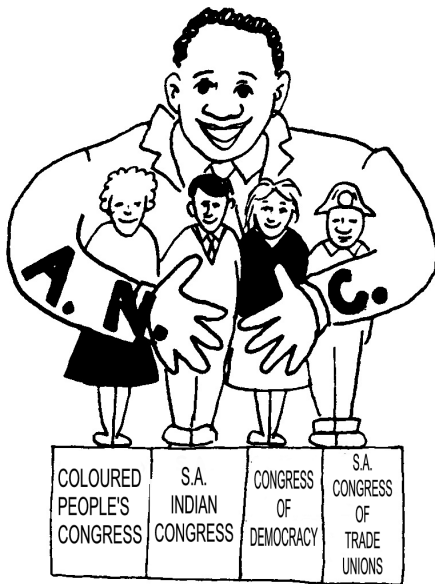
- Why do the people on the left seem **astonished**?
- Explain the abbreviation: SAR&H.
- Which **law** is referred to?
- Supply your own **caption** for the cartoon.
- What have you learnt from this exercise?

Subsequently two mass actions (Freedom Charter and Alexandra bus boycotts) especially, followed that demonstrated the dissatisfaction of the black people.



## Example A: Freedom Charter

As a last effort to peaceful protest, black people formulated their rights and grievances officially. This document is known as the Freedom Charter. On 25 and 26 July 1955, more than 3 000 people gathered at Kliptown, just outside Johannesburg, under the leadership of the Congress Alliance to adopt the Freedom Charter. The Charter voiced a plea for a democracy that would represent all the inhabitants of South Africa, with equal rights for all. Different political organisations of all the races signed the Freedom Charter. In 1984, however, the government prohibited publication of the charter.



(e) Underline the demands you see in the sketch, on the Freedom Charter.

The Congress Alliance

### *THE FREEDOM CHARTER*

- *The people shall govern*
- *All national groups shall have equal rights*
- *The people shall share in the country's wealth*
- *The land shall be shared among those who work it*
- *All shall be equal before the law*
- *All shall enjoy equal human rights*
- *There shall be work and security*
- *The doors of learning and culture shall be opened*
- *There shall be houses, security and comfort*
- *There shall be peace and friendship*

(f) Design your own poster on children's rights and privileges. First have a class discussion what the basic human rights are of each person? Human rights is the right to freedom that each person should have.

THE ALEXANDRA-BUS BOYCOTT  
Readers Digest. 1984. *Illustrated History of S.A.*, Cape Town.(p.391)



### Example B: Alexandra-Bus Boycott

During January of 1956 approximately 60 000 black people boycotted the PUTCO buses on the Rand to protest against an increase in fares that was instituted without consultation. Many people could simply not afford the higher tariffs. The protesters walked the 15 km between Alexandra and the Johannesburg city centre, or cycled. The boycott was ended by an agreement that the bus company would be subsidised. On 9 August 1956 approximately 20 000 women were involved in a march to the Union Buildings to protest against the pass laws.

### Assessment

Learning Outcomes(LOs)
LO 1
<b>HISTORICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:
1.1 finds sources:
<ul style="list-style-type: none"> <li>identifies sources to help answer the question about the topic;</li> </ul>
1.2 works with sources:
<ul style="list-style-type: none"> <li>selects and records relevant information for specific purposes from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);</li> </ul>
1.3 answers the question:
<ul style="list-style-type: none"> <li>arranges information logically and chronologically in answering questions about people, events, objects, and places in the past.</li> </ul>

Black resistance in the 1960's and 1970's

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE ROAD TO DEMOCRACY IN SA**

### **Module 6**

## **BLACK RESISTANCE IN THE 1960'S AND 1970'S**

### **Activity 1:**

**To use sources on growing black resistance and eruptions during the 1960's and 1970's**

### **[LO 1.2]**

In 1959 the younger members of the ANC broke away and formed the PAC (Pan African Congress) under the leadership of Robert Subukwe. They believed that the ANC did not act with enough force. (Their armed wing was called Poqo).

After this, black resistance would become more intense. The tragedy at Sharpsville is an example.





Robert Subukwe

## SHARPVILLE

The PAC organised countrywide protests against the pass laws in 1960. On 21 March a crowd of 10 000 black people gathered at the police station in Sharpsville, just outside Vereeniging, to demonstrate against the pass laws. The police lost their nerve and started firing at the crowd. The shooting killed 69 of the demonstrators and wounded 187. This event led to worldwide reaction against the South African government. A post mortem brought to light that most of the people were shot from behind.

Mass protest, marches and strikes followed, so that a state of emergency was declared in SA. More than 22 000 people were detained or arrested. The ANC and the PAC were banned within two weeks, and their leaders had to flee from SA as exiles. Oliver Tambo continued the ANC freedom struggle from the ANC headquarters in Zambia, because most of the leaders in SA had been detained.

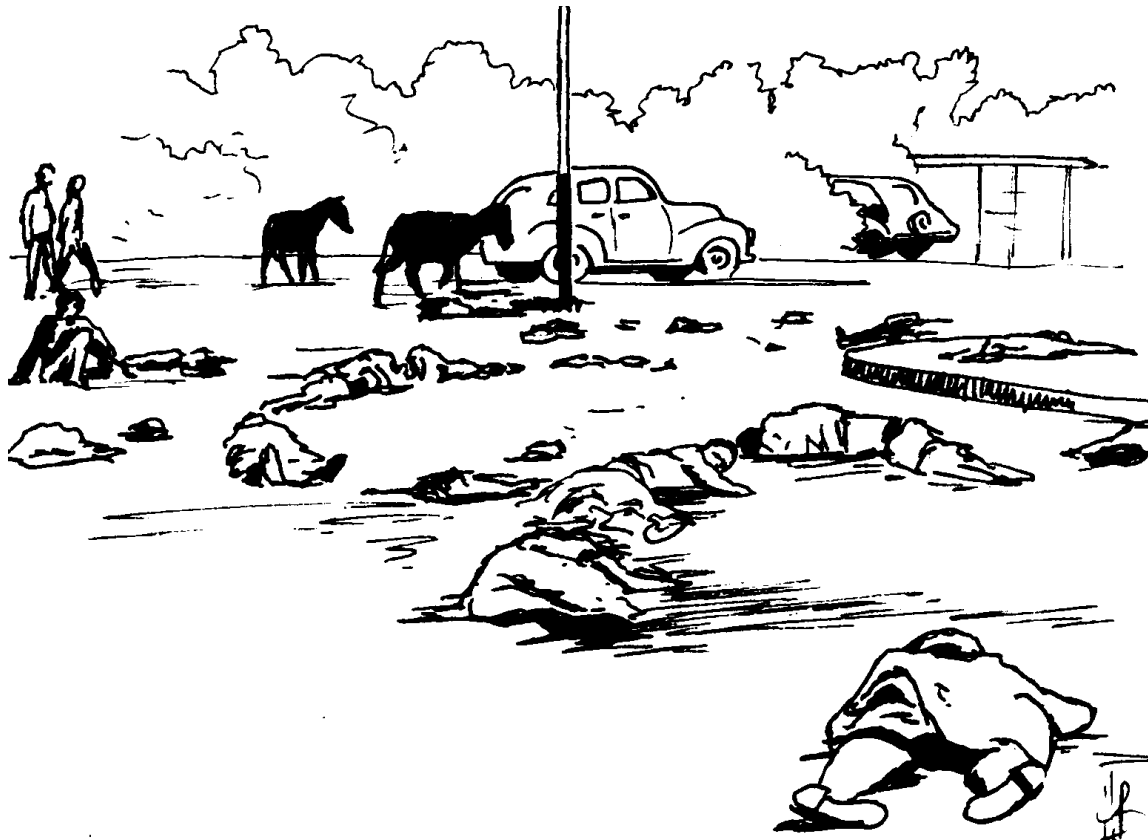
(a) Study this sketch in your group by means of W-questions.

First discuss the questions that follow with your friend.

- **Who** are the people that revolted?
- **Where** did the people demonstrate?
- **When** did the uprisings take place?

1.4 **Why** did the people revolt?

1.5 **What** happened?



Graphic representation of a photograph of the Sharpville tragedy

- Which questions come to mind? Write them down and share them.
- Think of the present day South Africa. Do you think these people's dreams have come true?



Nelson Mandela

When the Republic of SA came into being in 1961, black people were once again excluded from the process of government. The time for peaceful protest had passed and armed resistance against the government followed again in the 70's. The ANC gradually became a mass movement, but members of the ANC who had not fled the country, had to operate in secret. The ANC and the SACP (South African Communist Party) established a secret wing, Umkonto we Sizwe ("Spear of the Nation"), known as MK, to launch bomb attacks and organise sabotage against the government. Nelson Mandela was the first officer commanding of MK.

Seventeen top ANC-leaders however, were taken into custody by the police in Rivonia, Gauteng on 11 July 1963, while they were planning a revolution and a take-over of the government. Walter Sisulu and Nelson Mandela were among the eight accused who were found guilty of sabotage during the Rivonia trial. Nelson Mandela was found guilty on 200 counts of sabotage and was sentenced to life imprisonment.

Violence, sabotage and bombs attacks increased, despite strong action by the government. The UNO decided on more sanctions against S.A.

'76 SOWETO RISINGS

On 16 June 1976 thousands of school children demonstrated, particularly in Soweto, against the policy that determined that half their lessons had to be taught in Afrikaans. They also demanded proper political, economic and social rights. After police had fired at protesters, country-wide unrest and uprising followed once more. Many people were killed. Afterwards, the Erika Theron Commission recommended that the SA constitution be changed to allow other population groups to participate in government.

Following this, the different Departments of Education were allowed to decide for themselves on the language of instruction in their schools.

**(b) Answer the following questions on the accompanying source:**



This sketch of the poignant photograph by Samuel Nzima, of 13 year-old Hector Petersen, testifies of the first deaths during the 1976 uprising in Soweto.

- **Who** is being carried?
- **What** happened to him?
- **When** did it happen?
- **Where** did it happen?
- **Why** did it happen? (Why did the police shoot?)
- **What** did it lead to?
- **What** don't you understand?

(c) Why was this report published in English?

## **LANGUAGE IS "UP TO SCHOOLS" - BOTHA**

John Patten,  
Political Correspondent

The Minister of Bantu Education, Mr M.C. Botha, has decided Black secondary and higher primary schools under his department may decide for themselves what medium of instruction to use...

This important policy shift, comes in the wake of the riots in Soweto and on the Reef last month and following a series of urgent discussions between the Bantu education authorities and Soweto leaders in the past ten days.

From: *The Star*, 6 July 1976



Steve Biko

In 1977, Steve Biko, leader of the Black Awareness Movement, died from brain injuries after having been in police custody for 24 days. A medical examination indicated that he had received severe blows to the head during his detention. His death led to indignation and bitter reproach, both overseas and locally, especially among black people. The reaction of the government was to ban 17 organisations and two newspapers. The main aim of the Black Awareness Movement was to promote pride in being black.

## Assessment

Learning Outcomes(LOs)
LO 1
<b>HISTORICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:
1.1 finds sources:
<ul style="list-style-type: none"> <li>identifies sources to help answer the question about the topic;</li> </ul>
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including maps, graphs and tables, objects, buildings, monuments, museums);

1.3 answers the question:

- arranges information logically and chronologically in answering questions about people, events, objects, and places in the past.



State of emergency in the 1980's

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE ROAD TO DEMOCRACY IN SA**

### **Module 7**

## **STATE OF EMERGENCY IN THE 1980'S**

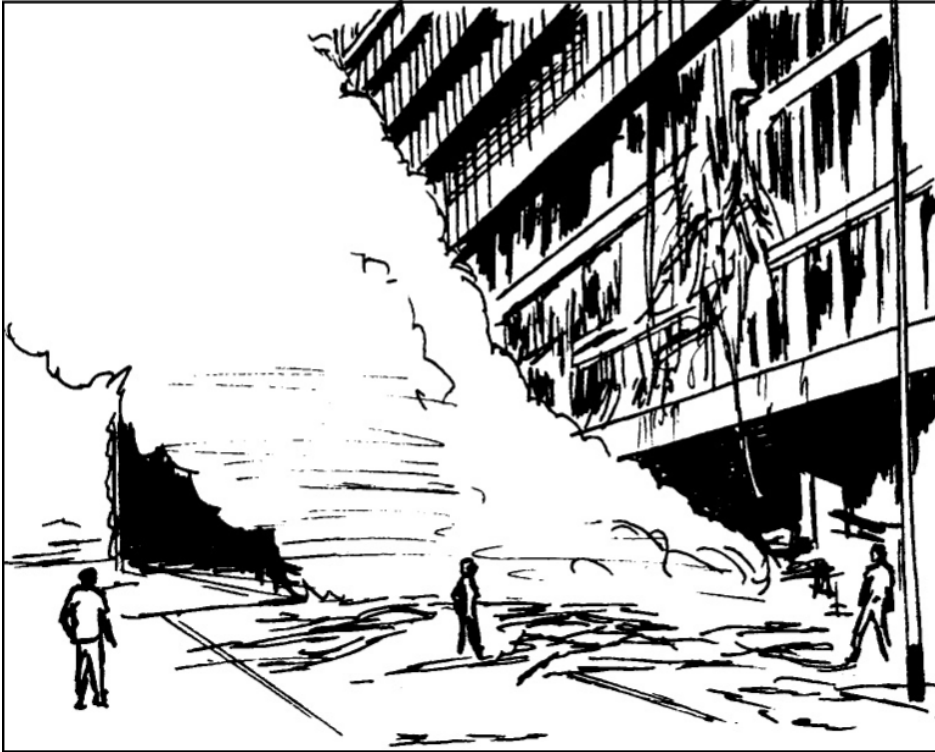
A new constitution under leadership of State President P.W. Botha, which included Whites, Coloureds and Indians only, came into effect in 1983. Black people had to be accommodated in the homelands.

On 20 August 1983 a gathering of approximately 15 000 people from 575 organisations that included workers, the youth and churches, formed the UDF (United Democratic Front) in Cape Town. They organised boycotts, protests and strikes against the government in support of the ANC.

Schools, consumer and rent boycotts were common. In many of the black townships the police were kept out of what was known as "liberated zones." Bundu courts and necklacings were instituted.

Cosatu (Congress of South African Trade Unions), the biggest trade union in SA, was also formed during this time.

When an ANC car bomb (60kg) exploded in May 1983 in Church Street, Pretoria, 19 people were killed and 216 injured. The target was the offices of the SAA.



Bomb explosion at the Nedbank building in Pretoria, 1983

Find your own sources about this.

## **Activity 1:**

### **To reconstruct the past**

#### **[LO 3.1]**

**(a) Interpret (understand) the previous source and try to determine the truth where different points of view exist about the past.**

1.1 Who planted the bomb?

1.2 Supply facts and opinions about the events?

1.3 During which circumstances in the history of our country did the event take

place?

1.4 How important is the source?

1.5 How do you think, the people in the picture felt?

1.6 Write your own caption.

1.7 What did you learn from this?



Chief Buthelezi, born 1928. He is a prince of the royal house.

## INKATHA

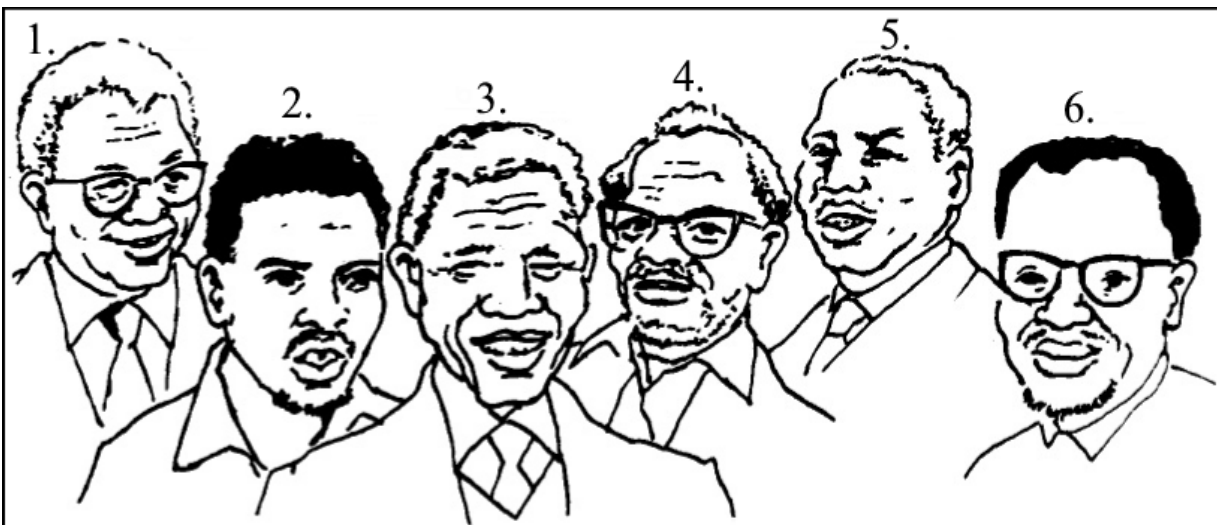
Inkatha Yenkululeku Yesizwe was formed as a national and cultural freedom movement among Zulus in 1975. Initially relations between the ANC and Inkatha were friendly. In 1979, however, during consultations in London, delegates of the two movements could not reach agreement on who should lead the struggle for freedom. In July 1990 Inkatha became a political party - the Inkatha Freedom Party (IFP).

The president of the IFP, Dr Mangosuthu Buthelezi, rejected the UDF as a "power of dissent" because he suggested that Zulus were not welcomed to the organisation. Most of the Zulus joined the IFP. Then Buthelezi formed UWUSA (United Workers' Union of SA) as opposition to COSATU. A

bloody war, that claimed thousands of lives, erupted between supporters of the ANC and IFP.

During 1986 the pass laws and laws against mixed marriages were repealed. (Between 1916 and 1985 approximately 17 million people were arrested as a result of the pass laws.) The state of emergency remained until 1980. By June 1985, a state of emergency was again declared because unrest had spread right across SA. Greater power was granted to the military forces and to the police. Campaigns were launched by black people to make black townships ungovernable.

**(b) Briefly state the contribution of the leaders of the black liberation movement to human rights – you will find it somewhere in the module.** (Their initial will help).



1 (A)		
2 (S)		

3 (N)		
4 (O)		
5 (W)		
6 (M)		

## Assessment

LO 3
<b>HISTORICAL INTERPRETATION</b> The learner will be able to interpret aspects of history.
We know this when the learner:
3.1 interprets sources:
<ul style="list-style-type: none"> <li>compares two versions of an historical event using visual or written sources;</li> </ul>
3.2 reconstructs the past:
<ul style="list-style-type: none"> <li>distinguishes opinions from facts and information;</li> </ul>
3.3 representation of the past:

- identifies and selects items which represent an aspect being studied, to contribute to a class display, school museum or community archive.

Apartheid ends - Human Rights begin

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **THE ROAD TO DEMOCRACY IN SA**

### **Module 8**

## **APARTHEID ENDS – HUMAN RIGHTS BEGIN**

By the time F.W. de Klerk succeeded P.W. Botha as president in 1989, SA had been plunged into a situation of worsening crisis because of international sanctions. The government realised that they could not govern without a state of emergency and that they had no choice but to negotiate with the black majority. On 2 February 1990, the bans on the ANC, PAC, SACP and 33 other organisations were lifted. Nine days later, on 11 February, Nelson Mandela was released from jail after 27 years. (SWA, the present Namibia, became independent in the same year.) The Group Areas Act was repealed in 1991.

### **A NEW CONSTITUTION**

The last of the apartheid laws were abolished during 1991 and 1992 and the government started negotiations with the ANC for the first time, after 78 years. This led to the Groote Schuur Agreement. CODESA (Convention for a Democratic South Africa) began. This comprised a series of meetings, during which the various political parties and organisations negotiated in order to establish a temporary, fair and democratic constitution. The date for an election in 1994 was agreed to at the end of 1993.

### **Activity 1:**

## To reconstruct the past

### [LO 3.3]

(a) Discuss the following three sources in class. Relate the event from the perspective of the different leaders. Also use your own sources.

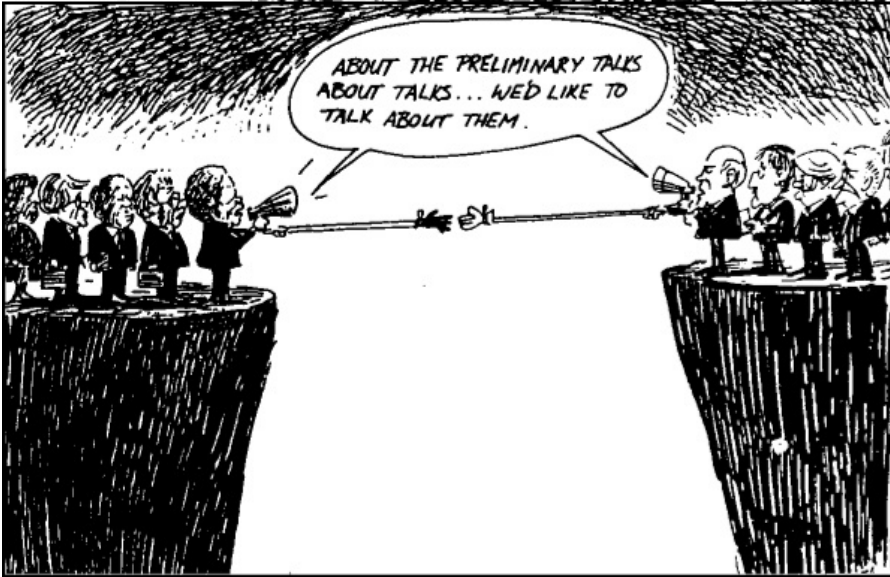
#### SOURCE A



#### SOURCE B

Negotiations between Mandela and De Klerk





SOURCE C

Nelson Mandela and F.W. de Klerk receive the Nobel Prize for Peace.



From: Benjamin, A. 1990. *The Alternative Mandela Album*. Johannesburg: Argus.

## Activity 2:

**Constantly be aware of more than one point of view of the past**

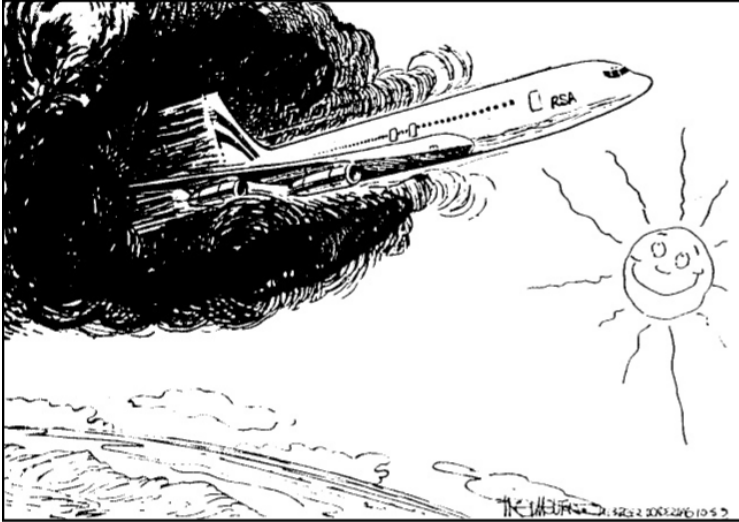
**[LO 3.1]**

**(a) The sources provided reflect the points of view during the 90's. When you play the role of historian, you should select and present (communicate) information from different sources. Answer the questions on the provided sources in your groups.**



**SOURCE A**

*The Sowetan*, 12 July 1990



## SOURCE B

*Die Burger*, 10 May 1990

- What do the **dark clouds** represent (source A)?
- Why is everyone in a hurry to get away from the dark clouds (source B)?
- Does source B suggest that the dark clouds disappeared in the 90's? Motivate your answer.
- Would you take both sources as **valuable** regarding South African history of the 90's?

## PEACE . . . HUMAN RIGHTS . . . AT LAST!

The ANC won the first election and Nelson Mandela became the first black president of the "new SA."



(c) Describe the thoughts of the two leaders.

- How did the world experience the event?
- How does the new constitution of SA support human rights?

The largest number of heads of state and important leaders ever to attend an inauguration ceremony, gathered for president Nelson Mandela's inauguration. SA was welcomed into the world community with open arms once more. Here are some examples of what this meant:

- In May 1994, after more than 30 years' absence, SA was readmitted as a member of the OAU (Organisation of African Unity).
- On 23 July 1994 SA could take a place at a meeting of the UNO for the first time in 20 years.
- In 1995 SA hosted the World Cup Rugby tournament and the South African Springbok team became the world champions.

### Activity 3:

**To understand time by placing complicated events in the correct order**

#### [LO 2.1]

- Compile your own learner-friendly time line of the road to democracy and human rights in SA by placing the events in the correct order.

### Assessment

LO 2
<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b> The learner will be able to demonstrate historical knowledge and understanding.
We know this when the learner:
2.1 chronology and time:
<ul style="list-style-type: none"><li>• places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE';</li></ul>
2.2 cause and effect:
<ul style="list-style-type: none"><li>• gives reasons for and explains the results of key events and</li></ul>

changes in more than one context;

### 2.3 change and continuity:

- identifies some aspects of society which have changed and some which have stayed the same over time in more than one context.

### LO 3

**HISTORICAL INTERPRETATION**The learner will be able to interpret aspects of history.

We know this when the learner:

### 3.1 interprets sources:

- compares two versions of an historical event using visual or written sources;

### 3.2 reconstructs the past:

- distinguishes opinions from facts and information;

### 3.3 representation of the past:

- identifies and selects items which represent an aspect being studied, to contribute to a class display, school museum or community archive.

Why people travel into unknown territories

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **EXPLORATION IN AFRICA**

### **Module 9**

## **WHY DO PEOPLE TRAVEL INTO UNKNOWN TERRITORIES**

## **AT THE RISK OF THEIR LIVES**

### **Activity 1:**

### **To differentiate between different historical periods**

#### **[LO 2.3]**

We often read stories about famous **explorers** who discovered places and countries. Of course they did not really discover whatever object or country they claimed to have seen first. The local inhabitants were there before them and naturally knew their countries and the particular places very well. The famous explorers therefore are not the true discoverers, but merely the people who introduced those regions to the rest of the world.

There are also people who discovered areas or countries that had not been seen or heard of by any other person. **Discovery** therefore is a way of gathering information about places and things to present the knowledge of such things and places to the world. Africa is a good example of a continent on which there were people who did not have the technology to make themselves known to the rest of the world. Because of this, we can be grateful to those who were the first explorers of this continent.

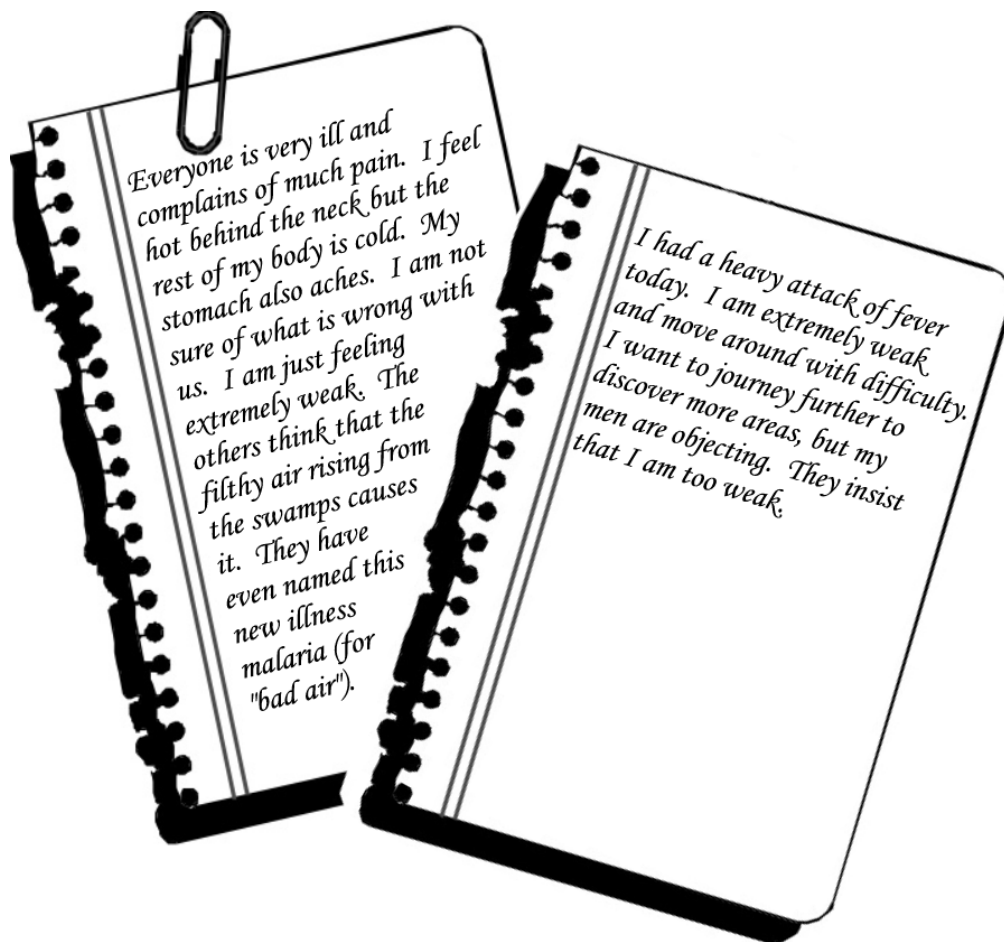
a) **Give your own explanation of what an explorer is.**

b) Could we view the early primitive people as the first explorers? Explain your point of view.

c) You are a member of a group of primitive explorers who have to explore an unknown area. What would you bring back from this area when you return from the expedition to persuade other people that you (like true discoverers) have discovered something new? Discoverers (explorers) only started to draw maps, keep diaries and write books about their experiences much later.

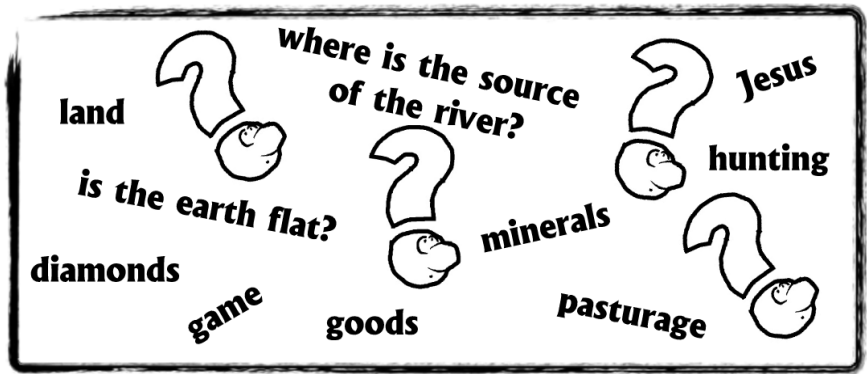
d) Study the following excerpt from a diary. Do you know what the illness is described? (Do you regard it as a good description?)

- Do you regard it as a good description?
- How is this illness treated nowadays?





e) Try to determine what it is that urges people to investigate unknown regions.



Group work!

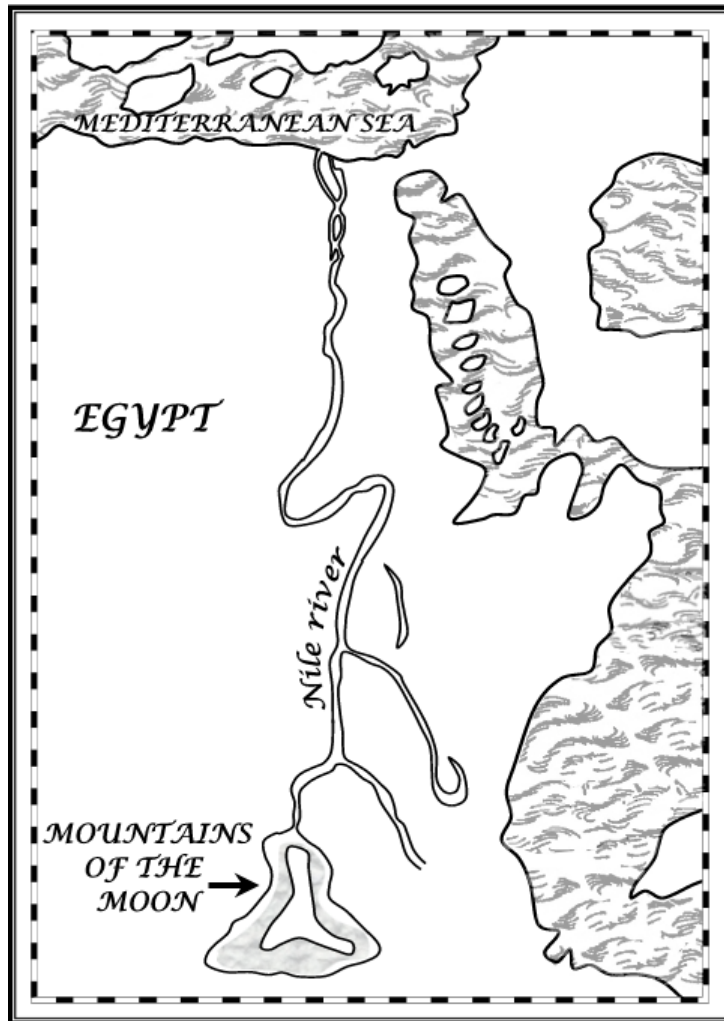
f) Let's see whether your group can determine why the following people wanted to come to Africa. The different possibilities are contained in the column on the right.

Person	Reason for coming	Reasons
D.E.I.C. (2)		
Mungo Park		
René Caillié		
Burton en Speke		
Livingstone (2)		
Stanley		

**g) Why did the early travellers prefer to travel overland rather than use a sea-route?**

ocnea rucrents	romsts	weesenid	?
O_____c_____	S_____	S_____w_____	

The unknown and unsolved mysteries of Africa enticed increasing numbers of adventurers!



Diogenes, a Greek seafarer and philosopher, wrote about two white inland mountains in Africa and suggested that they were the source of the Nile. (Was he right?)

READ MORE ABOUT THESE ADVENTURERS IN THE NEXT LEARNING UNIT!

## Assessment

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**The learner will be able to demonstrate historical knowledge and understanding.

We know this when the learner:

2.1 chronology and time:

- places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE';

2.2 cause and effect:

- gives reasons for and explains the results of key events and changes in more than one context;

2.3 change and continuity:

- identifies some aspects of society which have changed and some which have stayed the same over time in more than one context.

## Memorandum

Activity

(a) Explorers: People who introduce unknown/new products or places to the world.

(b) Yes. Also introduced fire.

(d) **Malaria** transmitted by the Anopheles mosquito to people. Symptoms: fever, lack of energy, sleepiness, vomiting, loose defecation, headaches, convulsions. The only way to determine whether a person has malaria, is to analyse a blood sample. Tablets, repellents as creams or in intravenous form, and mosquito nets help to prevent malaria. Treatment must take place immediately.

(f)

DEIC	Refreshment station, route to the east		
ParkBurton/Speke	Source of River NigerSource of River Nile	CaillieStanley	MoneyBrings an end to slave trade
Livingstone	Missionary work, Brings an end to slave trade		

(g) Ocean currents, storms, sea winds, superstitions

'Darkest Africa' lures many adventurers

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **EXPLORATION IN AFRICA**

### **Module 10**

## **‘DARKEST AFRICA’ LURES MANY ADVENTURERS AND RISK THEIR LIVES**

### **Activity:**

**To study the sources that are provided and report on what you have learnt**

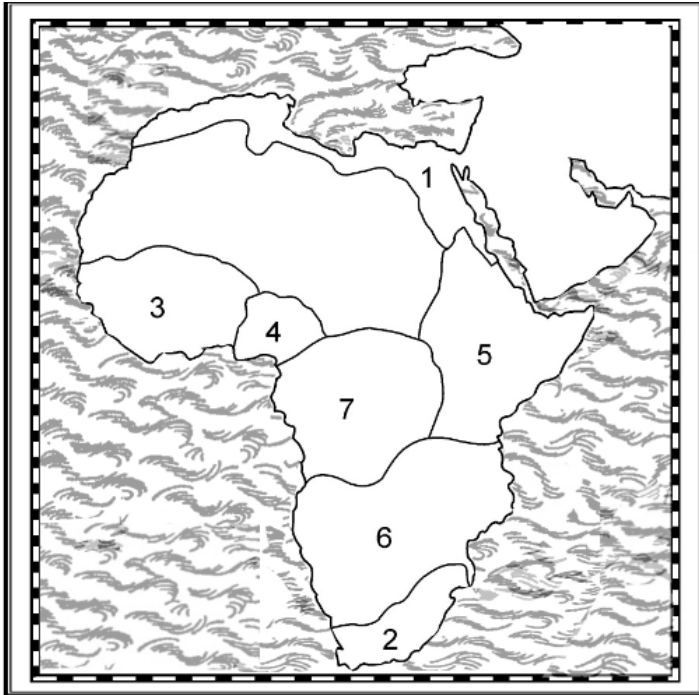
### **[LO 1.1, 1.2, 1.3]**

Use the following ten sources (or obtain more sources) that will enable you to do the activity.

#### **SOURCE A - Discovering the world in sequence**

- Europe and the British Isles
- North America
- China
- America
- Australia
- The African Interior
- North and South Poles

## SOURCE B - Discovering Africa



1	Explorers B.C
2	South Africans
3	Mungo Park
4	The Lander brothers
5	Burton, Speke, Grant, Baker
6	Livingstone

7	Stanley
---	---------

## SOURCE C - Discoveries in Africa

Explorer	Date(s)	Places visited
1. Park	1805 – 6	Gambia River and Niger River
2. Campbell	1813	Orange River
3. Moffat	1820	Griekwastad and Kuruman
4. Caillil	1827 – 8	Timbuktu
5. The Lander brothers	1830	Niger River
6. Galton and Andersson	1850 – 2	Walvis Bay, Namaqualand, Rehoboth, Damaraland and Ovamboland
7. Burton en Speke	1857 – 8	Lake Tanganyika
8. Speke	1858	Lake Victoria
9. Rohlfs	1879 – 9	Nile River

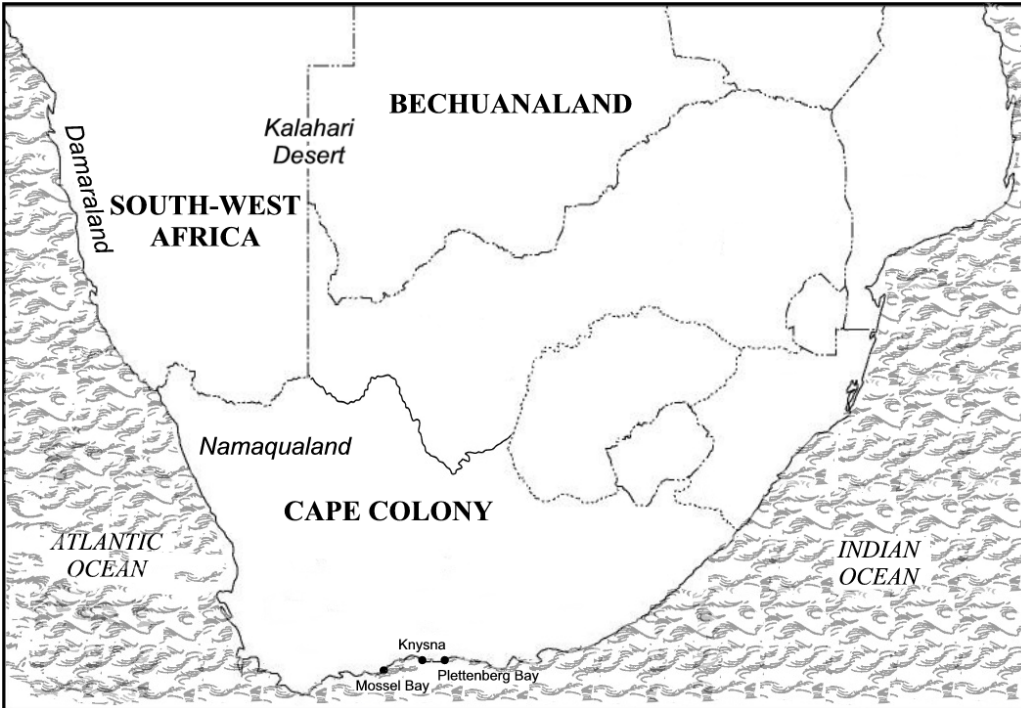


10. Thomson	1879 – 80	Lake Malawi
11. Thomson	1883 – 4	Kilimanjaro
12. Stanley	1887 – 9	<b>Zanzibar</b>
13. Forreau	1898 – 1900	Congo River

SOURCE D - Exploration of Southern Africa

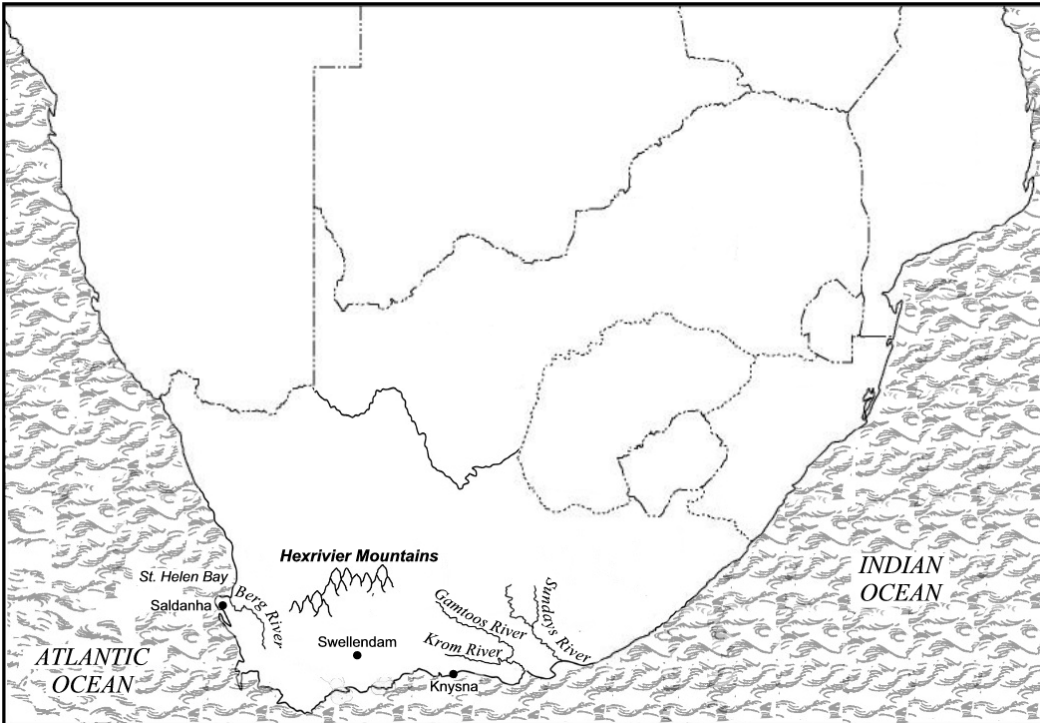
600 v.C.	Farão II
1485	Diogo Cão seafarers sent to Africa
1488	Dias
1497	Da Gama
1652	Jan van Riebeeck

SOURCE E - Francois le Vaillant (1753 – 1784)



He visited Mossel Bay, Plettenberg Bay, Namaqualand, Damaraland, Bechuanaland and the Kalahari

SOURCE F - Thunberg(1771– 1779)



He visited the following places: The Berg River, Knysna, the Gamtoos River, Saldanha, St Helena Bay, the Hex River Mountains, Swellendam, the Krom River, the Sundays River.

SOURCE G – Mungo Park (1805 – 1806)



People were first attracted to Africa because of what they had heard about the fabulous riches of Timbuktu, and also to find the source of the River Niger. In 1794 Mungo Park (from Scotland) was selected to clarify these secrets. His journey started off well, but he was robbed and thrown into prison by some local rulers. After he had managed to escape, he did find the source of the Niger. He recorded his experiences in the book: *Travels in the Interior Districts of Africa*. His second expedition was started in 1805 but ended in a tragedy when he and his men drowned after being attacked by soldiers. The attempt to find the source of the River Niger continued without success until 1830.

#### SOURCE H – René Caillié (1827 – 1828)

The Frenchman René Caillié took up an offer of a reward of 10 000 francs for finding Timbuktu. He was successful and arrived at this city in April 1828, but found that it had become impoverished because traders had stopped visiting the city with their caravans of camels. René did receive his reward, though.

#### SOURCE I: –1740 – 1838

Six people died in the search for the source of the Niger River:

- D. Hughton
- M. Park
- F. Hornemann
- J. Ritchie
- W. Oudney
- H. Clapperton

#### SOURCE J – BURTON, GRANT AND SPEKE

The river Nile has been an important source of life for the millions of people who have lived along its course. but the source of this river from which they used water every day remained a mystery. Since the earliest times, though, people tried to find the river's source, but their attempts came to nothing because of the great length of the river, the extreme heat and

fever that overcame explorers. Ptolemaeus's map of the mountains of the moon, however, kept enticing adventurers to go in search of the source.

In 1856 Richard Burton, a man who could speak 29 languages, and John Speke were sent to find the source of the Nile. Both these adventurers contracted malaria, which left Burton's legs paralysed and left Speke both deaf and blind. Fortunately both recovered and they were able to continue their journey. They arrived at Ujiji (Lake Tanganyika) in 1858 and were convinced that they had found one of the lakes on the map of Ptolemaeus. However soon realised that they had not yet reached the source of the Nile.

Speke went on to search for Lake Nyasa, a lake of which people in Europe had heard much, but no one had ever seen. He thought he had discovered the source of the Nile, but had not done enough research to prove his theory. He named the lake that he had discovered Lake Victoria, after the British Queen. When Speke told Burton about his discoveries, Burton doubted whether Speke was right and ill feeling developed between them.

Speke and James Grant then continued their explorations and became the first Europeans to be allowed to enter Uganda in 1862. In that year Speke reached the banks of a river that flowed out of Lake Victoria, but he, again, could not gather enough evidence to prove that this river was the Nile.

Burton was not satisfied with what Speke had told him and made arrangements for a meeting in England, in 1864, for Speke to provide the necessary evidence for his assertion that he had discovered the source of the Nile. Speke was killed in a shooting accident a day before the planned meeting. Later it was proved that the source of the Nile is at Lake Victoria.



- a) Explain why Africa was known as the *Dark Continent*.
- b) It is important to know that discoveries occurred in different parts of Africa. Mark the course of the journeys of discovery on a map. Show the routes with dots. This will make it possible to have a better idea of where in Africa people gathered information and if they were helping local people. Draw your own map.

Group work!

- c) By the beginning of the 1800s interest in Africa was rekindled. Why did this happen?

Group work!

- d) Your group must discuss the above-mentioned "discoverers" to decide which one should be commemorated by means of a monument. Design such a monument – with an inscription explaining why this particular person deserved to have a monument erected to him.
- e) The new wave of explorers not only brought information about Africa to Europe, but also introduced local people to Western

**civilisation. Read the following report on the search for the source of the Nile and indicate the kind of information that became available:**

- **to** local people (people living in Africa).
- **about** local people.

Brainstorming!

f) The illustration shows the monument that was erected in Kensington Gardens, London, to honour Speke.

- Why was it erected in London?
- Why would you say that Speke deserved it? What about Burton or Grant?
- What would have happened if Burton and Speke did not travel to Africa?

## **Assessment**

Learning Outcomes(LOs)
LO 1
<b>HISTORICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:
1.1 finds sources:

- identifies sources to help answer the question about the topic;

### 1.2 works with sources:

- selects and records relevant information for specific purposes from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

### 1.3 answers the question:

- arranges information logically and chronologically in answering questions about people, events, objects, and places in the past.

## Memorandum

### Activity

(a) There were many things about Africa that had not yet been cleared (light shed upon), eg. origins of the big rivers, secret cities, etc.

Large parts of Africa had not yet been converted to Christianity. (Christians considered Christ to be the light of the world.)

(b) In the nineteenth century Europeans were very interested in the discovery of distant places, in the same way we are interested in discoveries in space today.

Because there was no radio or TV to inform the people, they regularly read about it in newspapers, magazines and books. The resulting publicity excited people tremendously about explorers.



(f) Famous British explorers – made known the source of the Nile to the world. In fact, Burton and Speke made the discovery together. Burton spread the news before before Burton returned to England. (Buton became ill at Lake Tanganyika.)

Livingstone's contribution to making Africa known

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **EXPLORATION IN AFRICA**

### **Module 11**

## **LIVINGSTONE'S CONTRIBUTION TO MAKE AFRICA KNOWN**

### **Activity:**

**To determine causes and effects**

### **[LO 2.2]**

- a. Study the following piece of writing by Livingstone. Then explain to your partner the most important reasons for Livingstone's decision to come to Africa.



“I shall do everything in my power to make the word of god known through preaching, encouraging, discussion, teaching of the youth and the improvement of the people with whom i shall be working in acquainting them with art and science. in this way, i shall be carrying christianity into their hearts.”

*David Livingstone*

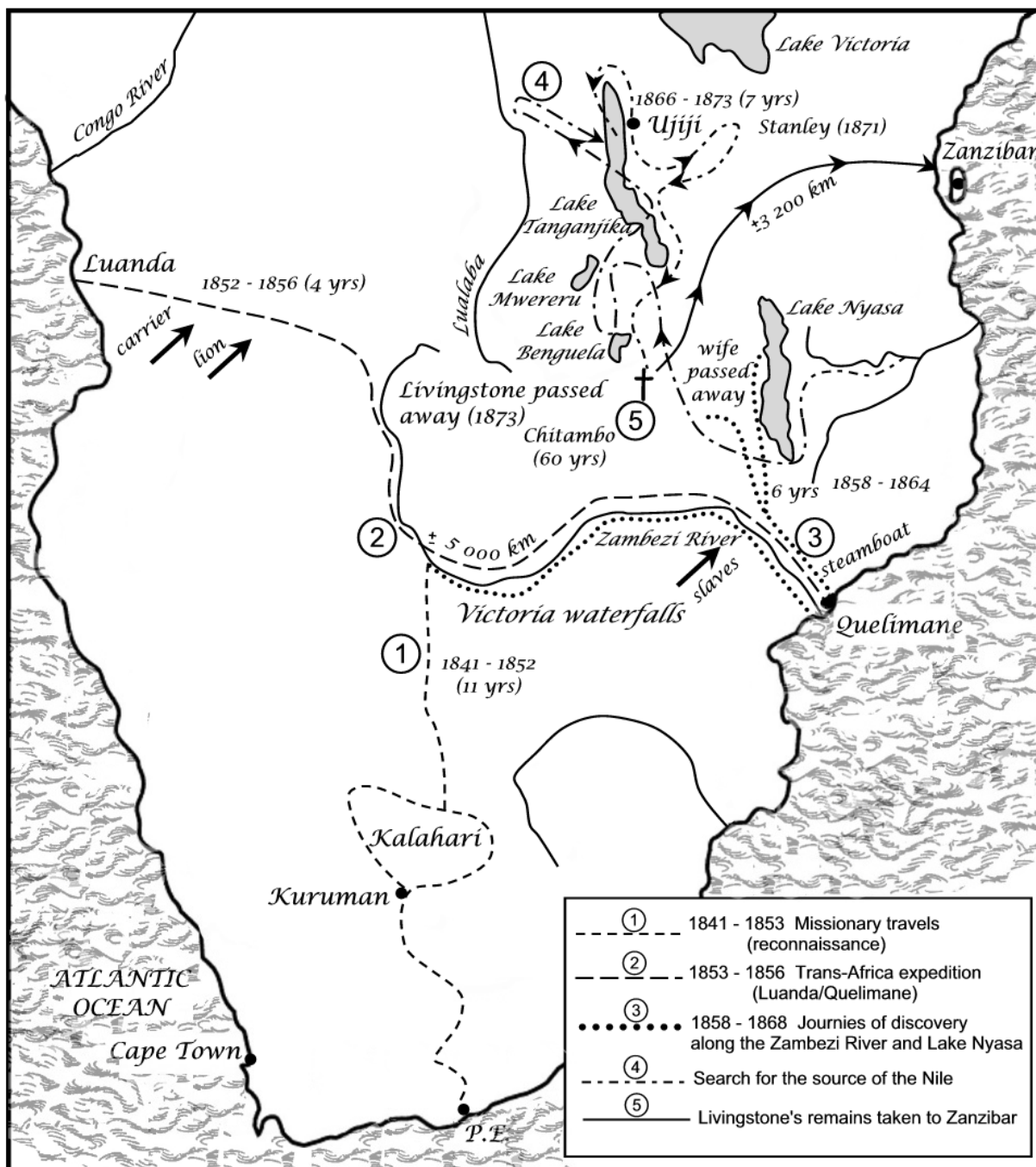
Livingstone gained more honour through his exploration of Africa. Read the following article that was written about his journey to the heart of Africa. The map will help you to follow his route.

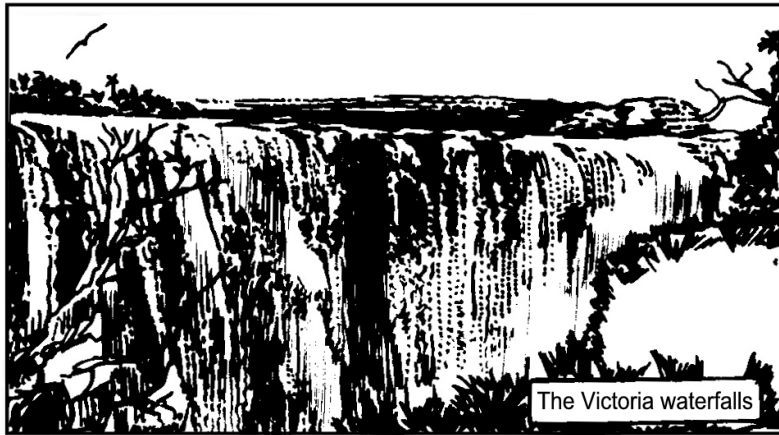
Livingstone (a Scot) was a man of great determination. He arrived at the mission station at Kuruman in 1841, where he had gone to work alongside the Reverend Robert Moffat. In 1843 he decided to establish more mission stations, and in 1849 set off to establish another six mission stations.

He struggled to get hold of existing maps of places in Africa, but discovered the upper reaches of the Zambezi River in 1851. Livingstone loved nature and kept precise notes of his routes and the places and animals he saw on his journeys of exploration. Many of his notes were distributed across the world, which made it possible for people everywhere to learn more about Africa.

During a trip in a canoe on the Zambezi, he reached the waterfalls of “Mosi-oa-tunya” (the smoke that thunders). He named these falls the Victoria Falls. In 1855 he received a medal to honour him for the way he had made information about Africa available to the world.

In 1858 Livingstone went back to the Zambezi River to see whether the presence of Europeans might make it possible to stop the slave trade. The river was unnavigable and he and his steamboat had to turn back. Nothing could stop him from attaining his purpose and he returned to Africa in 1866, to settle at Ujiji. There he was close to the heart of the trade in slaves, but he sent no news of his conditions, which led to great concern for his safety among those who knew him.





The following four sources will help you to learn:

- It is helpful to know where particular events occurred and to be aware of the fact that all events have causes and effects.
- All events have causes and effects (results).

#### b) Brainstorming session

Livingstone's motto was:

Fear God and work hard.

What do you think of such a motto? Explain your answer

A lion mauled Livingstone's arm irreparably during one of his journeys. Livingstone and an eyewitness described the event as follows:

Livingstone: "Suddenly I saw the lion in the act of springing upon me. He caught my shoulder as he sprang and shook me as a terrier dog does a rat."

Eyewitness: "The lion then attacked one of the natives whose gun misfired twice. It went on to attack a second native, but by this time the bullets Livingstone had fired, took effect and the lion fell dead."

- His weak arm did not stop him in his later endeavours or caused him to hesitate when he had to cross full and crocodile-infested rivers.
- Do you think Livingstone behaved like a hero? Why do you think so?

What characteristic can we deduce from this?

When travelling to Luanda, Livingstone had to cross the territory of a hostile chieftain. This chieftain offered to let him cross his territory if he would leave behind one of his servants as a slave. Livingstone emphatically refused the deal.

- What motivated Livingstone's decision?
- Would you have acted in the same way? Why?

c) The servants who eventually carried Livingstone's body to the coast for it to be taken to England risked their own lives by doing so. The chieftains of that region had strictly forbidden the transport of a corpse across their territories. Why would they have done this?

d) The next article explains Livingstone's attitude to the slave trade. He sent regular reports to England to bring this trade to the attention of the rest of the world.

Give a brief explanation of the causes and results of the slave trade.

## THE SLAVE TRADE – A TRADE FROM HELL

“1859 – It is a beautiful country. I have come across the most beautiful villages every mile or less.”

“There was no sign of any human being for 120 miles. I have to tell the truth about this. The slave traders attack the villages and many people are captured. Thousands of people die from the wounds that they suffer during battles with the slave traders, or die in the famine that follows the destruction of their villages and harvests. Too many people are dying unnecessarily in this search for slaves. It is evident that only one tenth of the slaves reach their destination. All the rest simply die . . .”

### **e) An assignment for you!**

Write a short letter to a foreign newspaper giving your impression of David Livingstone as an explorer. (You may write a critical evaluation of his

contribution!)

Use a clean sheet of paper, which you may treat to make it look old.



## Assessment

LO 2

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**The learner will be able to demonstrate historical knowledge and understanding.

We know this when the learner:

2.1 chronology and time:



- places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE';

## 2.2 cause and effect:

- gives reasons for and explains the results of key events and changes in more than one context;

## 2.3 change and continuity:

- identifies some aspects of society which have changed and some which have stayed the same over time in more than one context.

# Memorandum

## Activity

### (a) To spread Christianity

Later: - Passage from the centre of Africa to westcoast/eastcoast for trading purposes, making Africa accessible to missionaries, treatment of "fever"

- Acquire knowledge about the minerals and resources of Africa
- Try to bring an end to slavery
- Search for the sources of the large rivers: Zambezi, Congo, Nile

### (c) superstition, safety risk

### (d) Causes: money/business

Effects: Individuals/businesses capture slaves, slaves imprisoned in forts, exported overseas in ships, agreements with local chieftains to acquire slaves

- The following aspects also have relevance: freedom, cruelty, wars, human rights, labour, families, etc.

(e) The following (or any other) criteria can be used:

slavery, missionary work, trade, colonialism

OR

- Discuss his important journeys:
- First journey: Zambezi River (west coast), 1852 – 1856
- Second journey: Lake Nyasa (east coast), 1858 – 1859
- Third journey: River Nile (northwards) 1872 – 1873

Stanley and the local inhabitants

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **EXPLORATION IN AFRICA**

### **Module 12**

## **STANLEY AND THE LOCAL INHABITANTS**

### **Activity:**

**To differentiate between facts and opinions during the class discussion**

### **[LO 3.2]**

Study the following three sources thoroughly, because you will have to differentiate between facts and opinions all the time during the discussion in class.

### **SOURCE 1**



### Stanley and the local inhabitants

In 1869, Henry Morton Stanley was sent to Africa by the owner of the newspaper The New York Herald, to find Livingstone. He found him at Ujiji in 1871. Livingstone was very ill and without medicine as his last medicine had been stolen by deserters. Once he had recuperated, he and Stanley travelled to various places and when Stanley was satisfied that Livingstone was altogether well again, he returned to England.

Livingstone began his final journey on 25 August 1872. He planned to explore the southern shores of Lake Tanganyika. There he became ill with fever again and died eight months later. One of his companions removed his heart and organs and buried them at the site of his death, so that his body could be embalmed. His name and the date of his death were carved out on the trunk of the tree below which these organs were buried and his body was carried to Zanzibar, a 1 609 km journey that lasted nine months, so that it could be returned to England for burial.

In 1874, Stanley returned to Africa to map Lake Victoria and Lake Tanganyika. He confirmed Speke's suspicion that Lake Victoria is the source of the Nile. In October 1876 he undertook a journey down the Lualaba River to its junction with the Congo River and thus overcame the last of the great rivers of Africa.

Stanley had to return to Africa once more, in 1887, when he went on a search to rescue the German explorer Emin Pasha, and travelled as far as the Sudan. That was the last great exploration in Africa.

## SOURCE 2

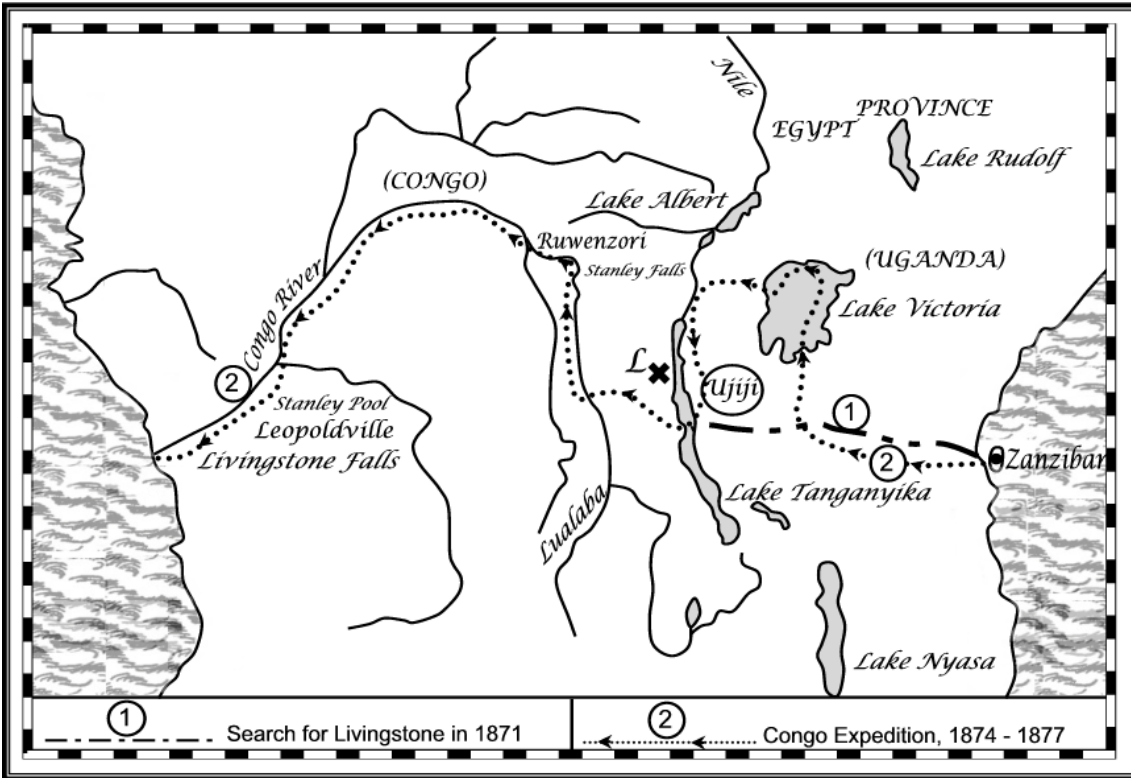


“To escape the exhausting attacks by the cannibal tribes, we had to find our way between the islands, until hunger forced us to tempt fate by rowing towards the land after three days without food. We fortunately came across a tribe that was acquainted with trading. They possessed four muzzle-loaders from the West Coast and spoke of the great river as Ikuta Ya Congo. We swore an oath of brotherhood in blood, bought enough supplies and undertook to continue on our way along the left bank of the river. Three days later we came across a mighty tribe armed with muzzle-loaders. They attacked us the moment they saw us. I called out that we were friendly and wanted to offer goods, but was forced to abandon my attempts by the time three of my men had fallen in the attack.

This biggest and most hopeless battle was continued on this terrible river over a distance of 12 miles. It was the penultimate one of 32 battles . . . “

H.M. Stanley: *Illustrated London News*, 1878

## Stanley's travels in Africa



1877 – Ghana

1886 – Egypt (3 years)

Died 1904 – London - 18 years in Africa

a) Why was it difficult to obtain food?

- What did Stanley mean by “an oath of brotherhood in blood”?
- Did Stanley mean to attack the natives in the **canoes**? How do you know this?
- What could have been the reasons for the tribe to attack Stanley's party?

b) When we know what another person's objectives are, it is easier to understand his or her actions.

One of Stanley's friends told of how Stanley always did exactly what he had planned to do.

- At what time in his life would determination have been very important?
- Where can you see evidence of determination?

c) We have to consider the opinions of other people. Can you suggest whether Stanley thought that it was important to "open up" Africa for European people:

- As a missionary, or
- as an explorer?

d) All things have causes and results or effects. Take malaria, for instance.

- What causes it?
- What is its effect on the body?
- How is it treated?
- Why did so many explorers die from it?
- Is it still regarded as a dangerous illness? Why?

e) Conduct a class discussion on the following statement by Professor Jusprovit:

DISCOVERIES IN AFRICA WOULD NOT HAVE BEEN POSSIBLE WITHOUT THE ASSISTANCE AND KNOWLEDGE OF THE LOCAL INHABITANTS!

- Is it a fact or an opinion?

Chief/Captain (interprets/negotiates with tribal chiefs)

The San are not affected by malaria!

Bearers (each carrying a load of  $\pm 35$  kg)

walking for long distances

know the region – and all its dangers!

Boats?

Rivers not navigable.

To be carried:

guns/ammunition

camping equipment

scientific instruments

gifts for chieftains/-tribal chiefs

Expedition: ± 350 men

Pack animals?

Tsetse flies make it almost impossible to make use of pack animals.

**f) At the beginning, technology advanced slowly and this played an important role when it came to the distances that explorers could travel. See whether you are able to make sketches of the following means of transport.**

- caravan of camels
- people carrying loads on their heads
- horse-drawn wagon
- a person being carried
- rowing boat/dugout canoe
- modern transport?

Enrichment Exercise

a) Complete the following table dealing with the travels undertaken by Stanley and Livingstone.



	Livingstone	Stanley
What did he hope to find?		
Lakes that were discovered		
Rivers that were discovered		
Waterfalls that were discovered		
Great achievement that was attained		
Admirable characteristics		
Problems and dangers encountered		

DO YOU KNOW ABOUT THE FOLLOWING . . ?

**Stanley:** “Dr. Livingstone I presume.”

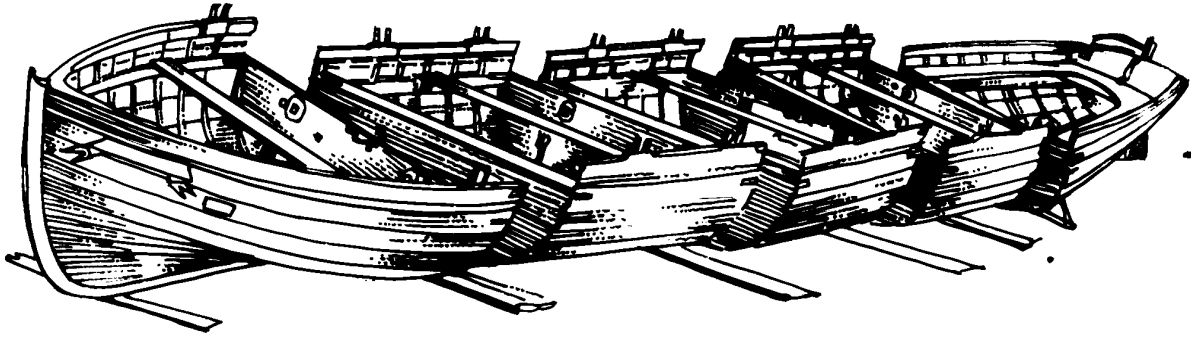
**Livingstone:** “Yes.”

**Stanley:** “I thank God, Doctor, I have been permitted to see you.”

**Livingstone:** “I feel thankful that I am here to welcome you.”

Stanley was the last white person to see Livingstone alive.

Study the following sketch of Stanley’s boat the *Lady Alice*. Why does it have five segments?



## Assessment

LO 3

**HISTORICAL INTERPRETATION**The learner will be able to interpret aspects of history.

We know this when the learner:

3.1 interprets sources:

- compares two versions of an historical event using visual or written sources;

3.2 reconstructs the past:

- distinguishes opinions from facts and information;

3.3 representation of the past:

- identifies and selects items which represent an aspect being studied, to contribute to a class display, school museum or community archive.

## **Memorandum**

Activity

(a) Flees from cannibalistic tribes

Friendly agreement

No – self-defence

Wanted to steal his proviand, strange – appearance of perpetrators/slave traders

(b) A number of examples:

Search for Livingstone, rivers

Continues travels in spite of malaria, continuous rain, attacks, distances, dangers, death/diseases of members of the expedition

Leading explorer in Africa

(c) Missionary: Christianity , treatment of sick persons, make an end to slave trade

Explorer: Trade benefits, discovers sources of rivers

.

Golden kingdoms of Africa

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **TRADING IN AFRICA'S ANCIENT KINGDOMS**

### **Module 13**

## **GOLDEN KINGDOMS OF AFRICA**

What do we mean when we speak of an ancient civilisation?

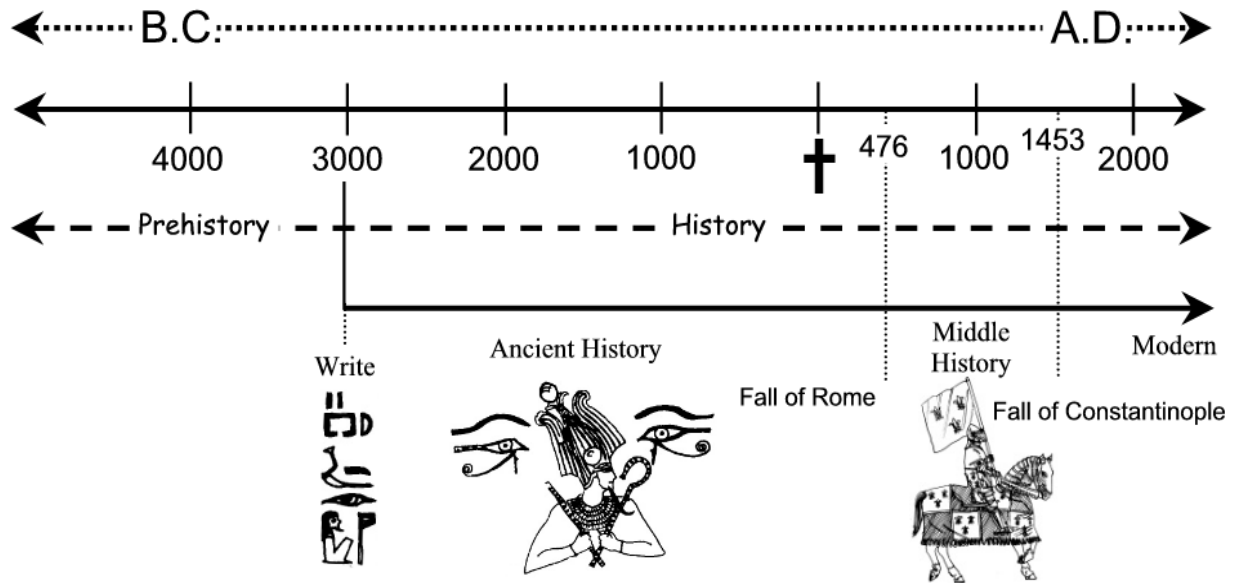
Civilisation signifies a particular level of development, while "ancient" means "old": 3000 B.C. – 480 A.D., at the end of the Roman Empire. Dates like these are always approximations and different sources therefore differ. Such dates are mainly established with the help of archaeological methods (e.g. dating of pottery or other objects). Our information is mainly obtained from written sources and archaeological excavations. The activities suggested in this module will help you to understand when ancient civilisations existed.

### **Activity 1:**

#### **To understand different kinds of time**

#### **[LO 2.1]**

Adapt the following time line to make it more learner-friendly.

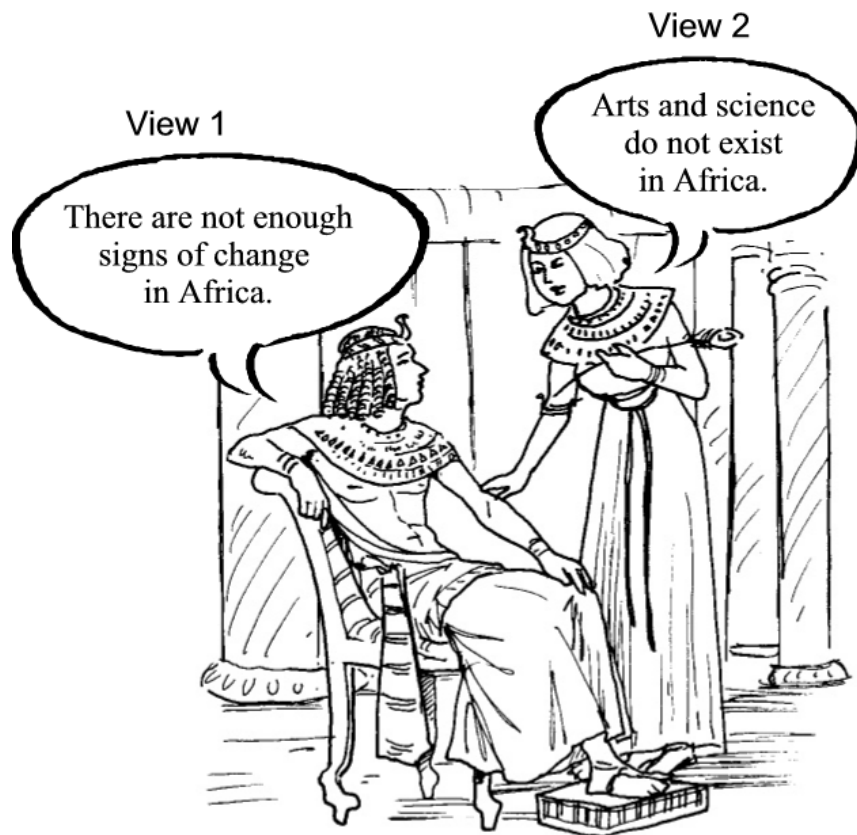


Use (inspect) the following five sources and have a class debate on the following two points of view:

## Activity 2:

**To examine the information on africa in the following five sources and respond to the standpoints that follow**

**[LO 1.2]**



### SOURCE 1

Africa is both a large Continent and the place where the earliest people lived. The earliest African farmers lived alongside the River Nile with its fertile soils and steady source of water. Surplus food was distributed through trading. From approximately 700 B.C. remarkable kingdoms developed and were overthrown. More than 3 000 years ago sub-Saharan Africa was populated with by groups of hunter-gatherers. By 300 B.C. the inhabitants of the continent learnt how to smelt iron. This made it possible to make better tools and weapons. Black people gradually began to move away from the forests of West Africa and started their long migration eastwards and westwards through Africa. They eventually reached Southern Africa around 400 A.D.

### SOURCE 2

An understanding of the geography of Africa makes it easier to understand the continent's history. Africa can be divided into the following

geographical regions:

- The Sahara desert in the north and the Kalahari in the south;
- Tropical forests in the middle;
- Grasslands between the deserts and the forests.

The first kingdoms were established on the grasslands.

### SOURCE 3

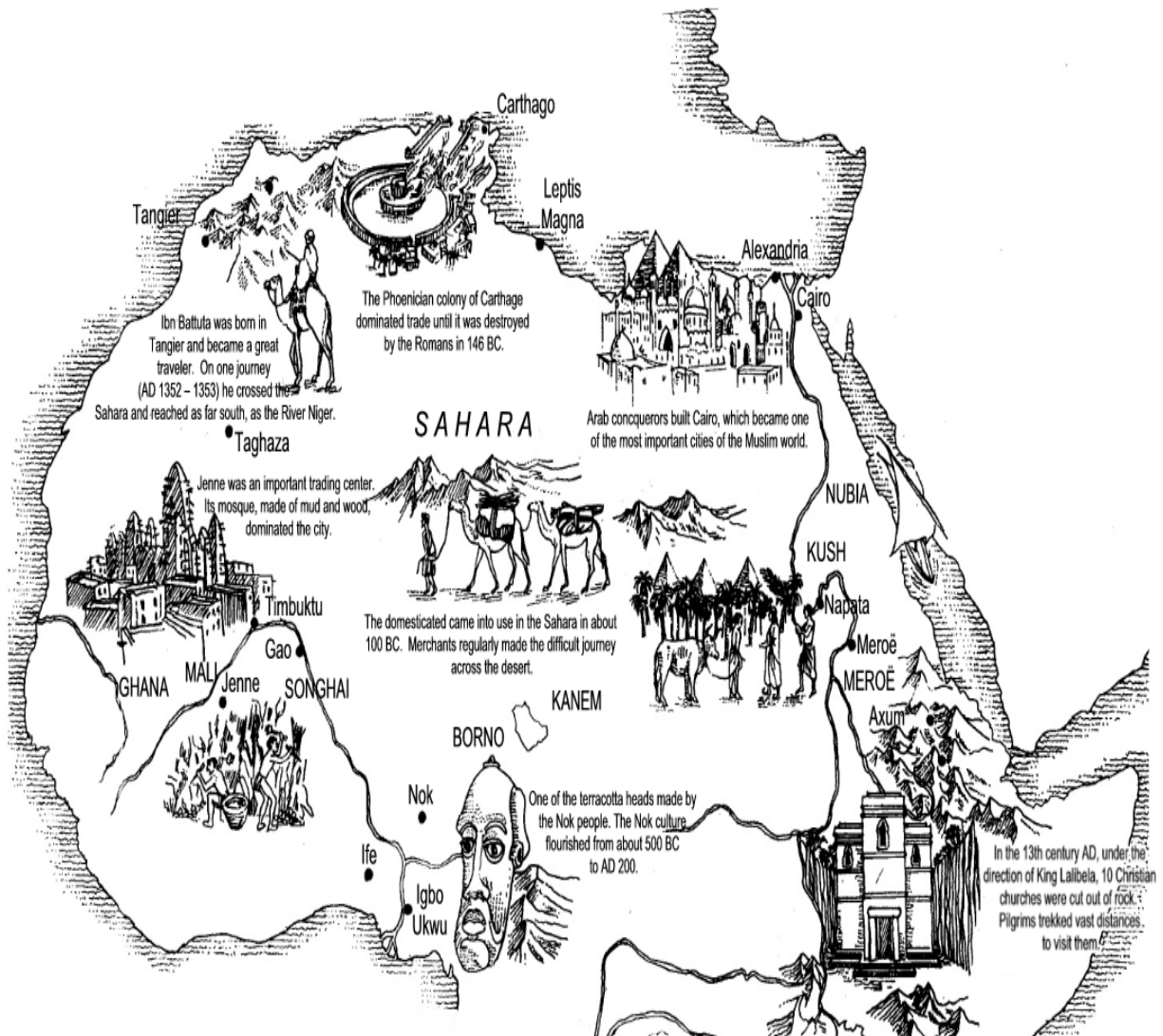
The Greeks and Romans were acquainted with the coast of Africa. Arab and Indian traders had been visiting the East Coast of Africa since 200 A.D. After 700 A.D. Moslem traders began crossing the Sahara desert to travel to West Africa. The Portuguese seafarers sailed past the southern tip of Africa in 1487. Since 400 A.D., trading had led to the development of powerful kingdoms all over Africa. When camels were imported from the Middle East, it became possible to undertake trading expeditions across the hot, dry Sahara and there was a further increase in trading. The most important traded products of the time were gold, salt and slaves.

### SOURCE 4

European seafarers were gradually discovering the coast of Africa from the 15th century onwards. The Portuguese took the lead, and the English, Dutch, French and other nations followed them during the 16th century. Africa had become important for the Europeans, mainly because of the enormous possibilities for trading in ivory, gold and slaves.

The learning units that follow deal with the large Empires of West, North and East Africa (Learning Unit 2). The impressive Kingdom of Great Zimbabwe was situated in southern Africa, together with several other ancient settlements in South Africa (Learning Unit 3). Africa therefore was acquainted with different civilisations long before they were "discovered" by Europeans.

### SOURCE 5



Tangier

Ibn Battuta was born in Tangier and became a great traveler. On one journey (AD 1352 - 1353) he crossed the Sahara and reached as far south, as the River Niger.

Taghaza

Jenne was an important trading center. Its mosque, made of mud and wood, dominated the city.

Timbuktu

GHANA

MALI

Jenne

SONGHAI

Gao

lfe

Igbo

Ukwu

BORNO

Nok

KANEM

One of the terracotta heads made by the Nok people. The Nok culture flourished from about 500 BC to AD 200.

Carthago

Leptis Magna

Alexandria

Cairo

The Phoenician colony of Carthago dominated trade until it was destroyed by the Romans in 146 BC.

Arab conquerors built Cairo, which became one of the most important cities of the Muslim world.

NUBIA

KUSH

Napata

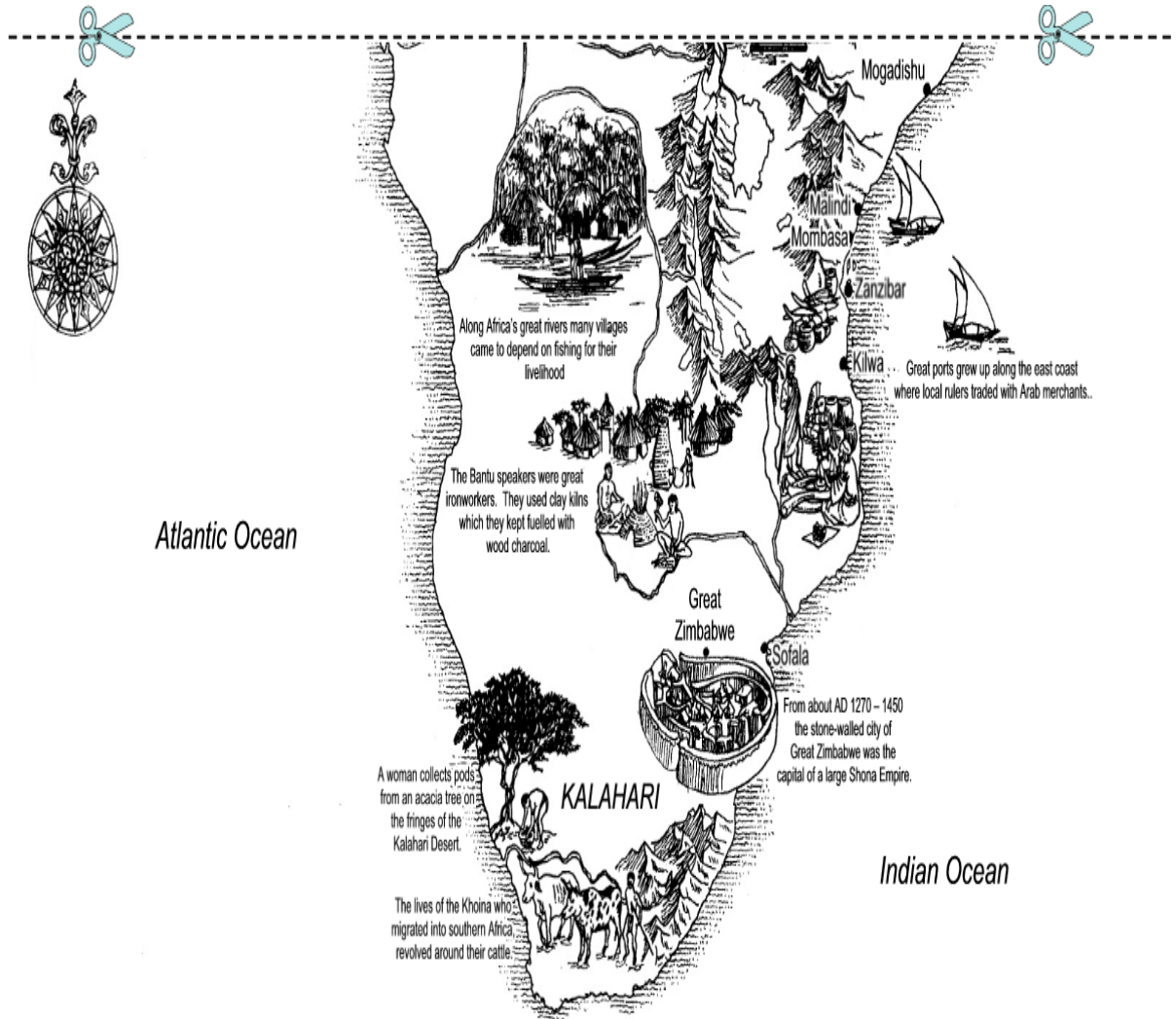
Meroë

MEROË

Axum

In the 13th century AD, under the direction of King Lalibela, 10 Christian churches were cut out of rock. Pilgrims trekked vast distances to visit them.





Uit: A. Millard: *The Atlas of Ancient Worlds*

## Assessment

Learning Outcomes(LOs)

LO 1

**HISTORICAL ENQUIRY**The learner will be able to use enquiry skills to investigate the past and present.

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We know this when the learner:

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- places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE';

## 2.2 cause and effect:

- gives reasons for and explains the results of key events and changes in more than one context;

## 2.3 change and continuity:

- identifies some aspects of society which have changed and some which have stayed the same over time in more than one context.

# Memorandum

## Activity 1

There are many indications of changes that took place in Africa, also in the arts and sciences. Some of the oldest fossils of humans have been found in Africa. The oldest advanced cultures originated in Africa (e.g. Egypt). In certain areas the learners could also have the opposite viewpoints – as long as they can be well motivated.

The earliest African kingdoms

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **TRADING IN AFRICA'S ANCIENT KINGDOMS**

### **Module 14**

## **THE EARLIEST AFRICAN KINGDOMS**

### **A. NORTH-EAST AFRICA**

#### **Activity:**

**To report on the early empires of Africa**

#### **[LO 1.3]**

Design a catching tourist brochure that explains the historical value of an Empire/place of your choice. Tourists must be encouraged to visit the area.

The Egyptian civilisation (3000 B.C. – 6 00 A.D.) was one of the greatest and best-known civilisations of ancient times. But we shall be focusing on smaller kingdoms like those that developed in Nubia (Meroë), Cush and Axum.

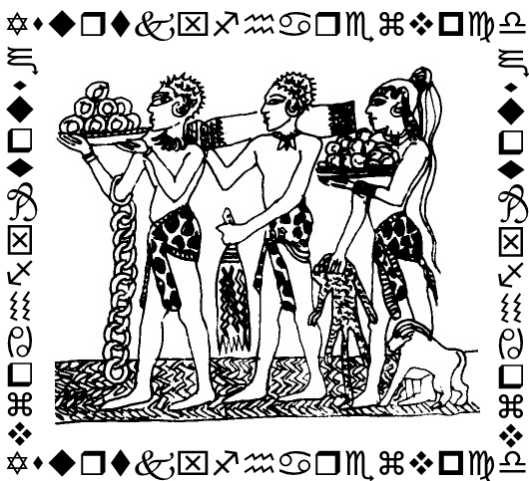
Gold, ivory, slaves, copper, iron, jewellery, spices and pelts (animal skins) lured traders and sailing vessels from the Moslem world, India and China to East Africa. The rulers of large cities like Mogadishu, Malindi and Kilwa became fabulously rich through the taxes that were levied when traders travelled through these cities.

## The Nubian Kingdom (750 B.C. – 500 A.D)

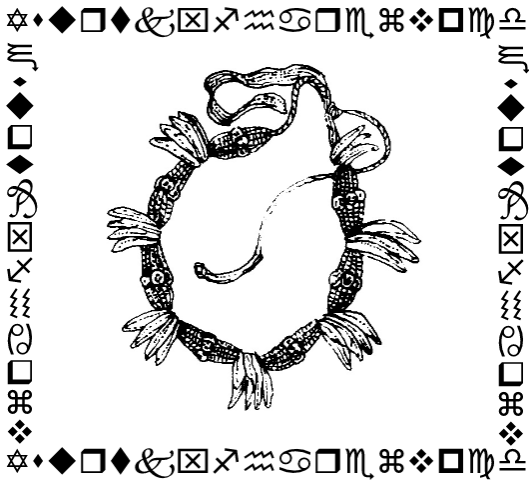
The **kingdoms of Cush** developed along the southern parts of the Nile. Commerce involved trading in ivory, gold, pelts, ostrich feathers and slaves.

The **Nubian Kingdom**, situated further south than Egypt and nowadays known as the Sudan, was also established. Although the country largely consisted of desert, the soil around the Nile was extremely fertile due to the annual flooding. By 600 B.C., Meroë was made the capital city. There was a constant flow of trade in gold, ivory, exotic animals, elephant tusks, wood, iron, pelts and fruit with Egypt and the countries of the Mediterranean region. Nubian art, architecture and religion were influenced by the Egyptians, but the Nubians developed their own alphabet. They kept cattle, cultivated cotton and used water wheels operated by oxen to get water to irrigate their fields.

Their kingdom was subjected and taken over by the **Kingdom of Axum** round about 500 A.D.



A mural from an Egyptian tomb showing Nubians delivering gifts of fruit, jewels, clothing and monkeys to the pharaoh.



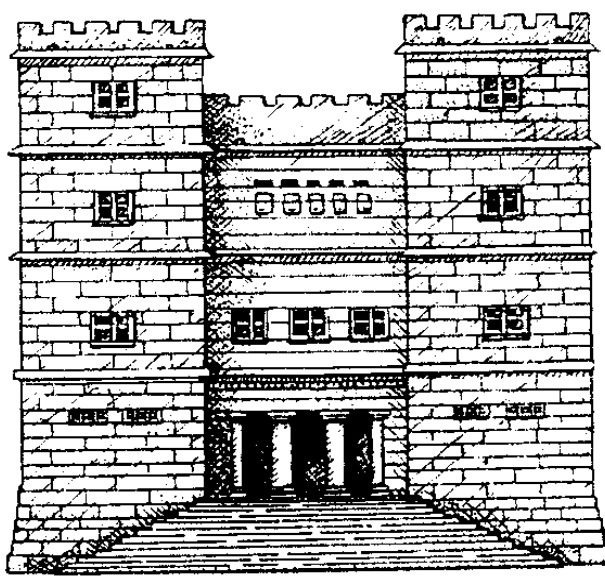
Egyptian murals depicting Nubian men and women wearing necklaces of animal teeth.

The Kingdom of Axum (500 B.C. – 600 A.D.)

This Kingdom near the southern reaches of the Red Sea, in the mountains of the present Ethiopia, developed to the southeast of Cush. Its advantageous position favoured trade in ivory, spices, exotic animals, gold, precious stones, wine and slaves and the wealth of the kingdom increased. Most of the inhabitants were farmers, builders and wood carvers. Axum was one of the first African kingdoms to embrace Christianity. A new style of government was practised, with powerful rulers governing specific areas and paying taxes as well as contributing in other ways to the kingdom. With sailors developing better ways of using the winds, trade with the Mediterranean countries and countries around the Red Sea, as well as the Persian Gulf and the Indian Ocean was extended. They even engaged in trade with the Greeks and the Romans.



A variety of goods were used for trading



A typical palace in which a king might have lived

The royal palace of Takija Mariam was the most important building in the city.

Towers up to 30 m in height - carved to show images of their religion



Most people lived in round houses built of mud and reeds

Blocks of sandstone and marble were used to build palaces and other buildings.

## B. WEST AFRICA

Three kingdoms were established in West Africa and they became wealthy due to trade, especially from the east African coast. These kingdoms were Ghana (700 – 1200 B.C.) Mali (1200 – 1500) and Songhai (1350 – 1600) controlled trade in the area between 400 and 1500. Their greatest wealth was gold. Traders brought goods from the Mediterranean area to the towns and cities of Africa in exchange for gold, slaves, wood, coconuts, small products and products made from iron, and salt. Many of the inhabitants were converted to Islam because of their contact with Muslim traders.

Subsequently three of these kingdoms will be discussed briefly.

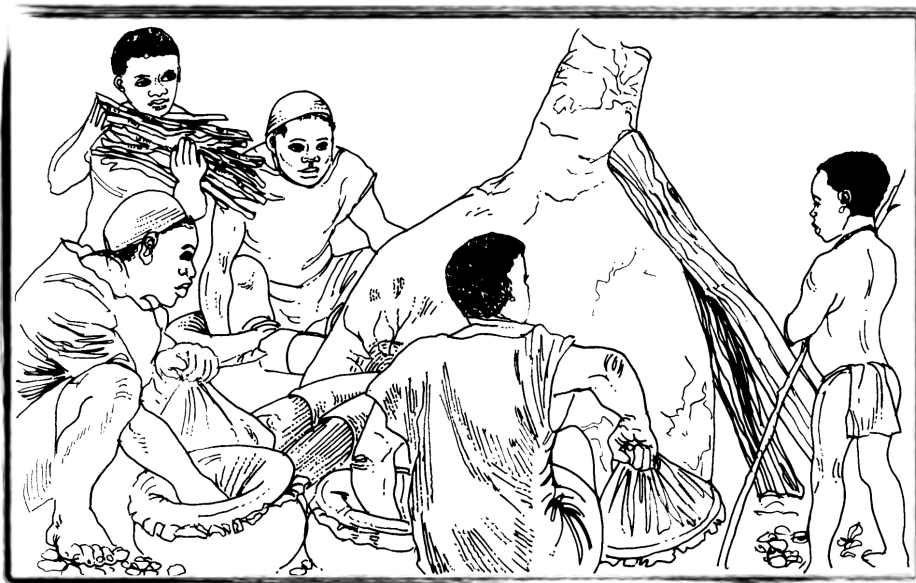
The Empire of Benin



The Benin Empire (called Edo by its inhabitants) had been established in the tropical forests of the present Nigeria by 100 B.C. Ivory, pepper, body oil and slaves were sold to Portuguese traders. The ruler (“oba”) lived in a vast palace with several inner courtyards and galleries in the walled city of Benin where guards were on duty all the time. The inhabitants of Benin had become skilful metalworkers and artistic woodcarvers, in a region where little agricultural land was available.

#### The Nok Empire (900 B.C. – 200 A.D.)

The inhabitants of this empire lived in villages, practised agriculture and domesticated animals in the area that is now known as (Northern) Nigeria and the Cameroon. They also produced finished tools of stones, bone and wood, and jewellery and sculptures. The tools were not very effective and agriculture was practised on a small scale. By 400 B.C. the people of the Nok Empire had learnt to work iron. Their iron tools were stronger, more effective and easier to replace and they had learnt to practise farming more successfully.



Iron ore being melted in a furnace

#### The Empire of Mali

During the first part of the 13<sup>th</sup> century, the small Empire of Mali (or Manding) became more powerful than ancient Ghana. By 700 B.C. the empire had become strong and well organised due to trade. They had excellent rulers like Mansa Miam. It was the first West African empire to develop after the spread of Islam.

One of the most famous rulers was Mansa Musa, who exerted strong control over the Saharan trade route. The two important cities of the empire were Mali (the capital) and Timbuktu, the trading centre, which also was a city noted for its many schools. Mali probably was one of the greatest empires in the world of that time. After 1400, Timbuktu became a centre of learning and students from all over the Muslim world attended the Timbuktu University until the 1700s. The people of Manding mined gold and traded with it.

The new Songhai Empire, with Goa as its capital city, developed further along the Niger valley and conquered Timbuktu in 1468. But the golden days of the West African Empires came to an abrupt end in 1509 when the Moroccan army took over the control of the region.

## Assessment

Learning Outcomes(LOs)
LO 1
<b>HISTORICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:

1.1 finds sources:
<ul style="list-style-type: none"> <li>identifies sources to help answer the question about the topic;</li> </ul>
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1.3 answers the question:
<ul style="list-style-type: none"> <li>arranges information logically and chronologically in answering questions about people, events, objects, and places in the past.</li> </ul>

## Memorandum

### Activity

It is important that the learners are given the criteria for assessment beforehand, eg. originality, neatness, correct facts, etc.

The earliest kingdoms in Southern Africa

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **TRADING IN AFRICA'S ANCIENT KINGDOMS**

### **Module 15**

## **THE EARLIEST KINGDOMS IN SOUTHERN AFRICA**

Read the following story of Mapungubwe and Great Zimbabwe. Complete the activity at the end.

### **Mapungubwe**

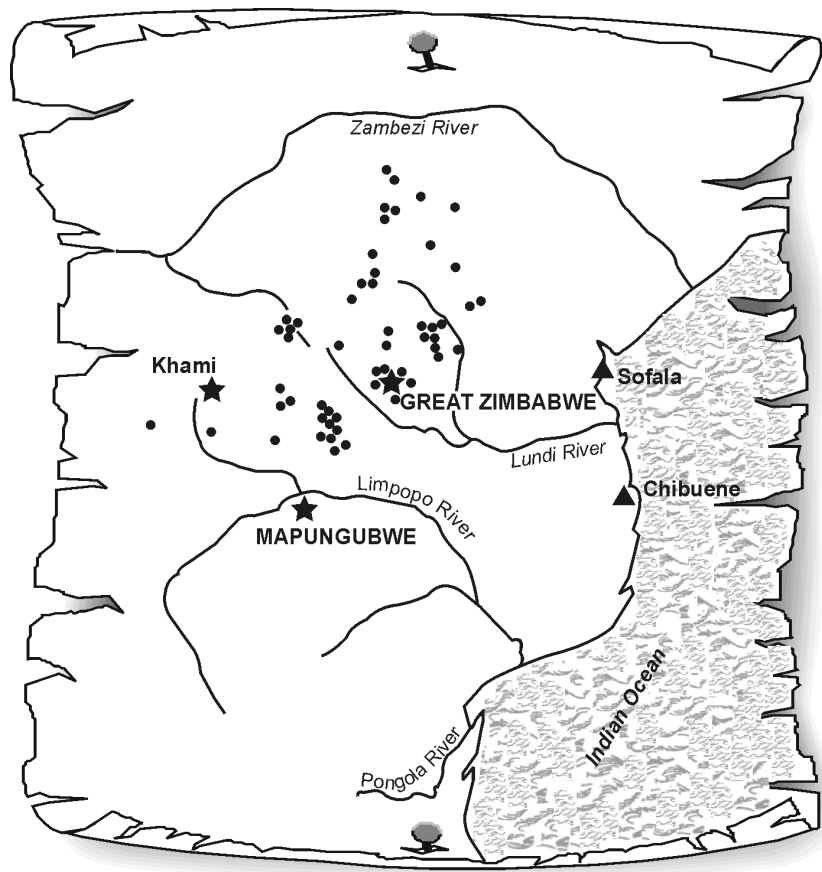
Arab traders were looking for gold and Chinese traders wanted ivory. Both of these were available on the plateau where Zimbabwe lay and where the Shonas were living. The trading that developed here continued for more than 1000 years, and reached a peak between 1100 and 1400 A.D.

The centre of trade activities in Southern Africa was the isolated hill of Mapungubwe (the place of the great jackal) in the Northern Province, now Mpumalanga. The culture around this settlement probably formed the first black state in South Africa.

A prosperous town had developed in the Limpopo valley by about 1000 A.D. Its inhabitants gradually started gaining control over the surrounding areas, especially with regard to gold. The rulers of the region settled on the flat-topped mountain, while their subjects lived on the plain below the mountain. This mountain dwelling then became known as Mapungubwe.

The stronghold soon became a prosperous trading centre that reached its peak in the 12<sup>th</sup> century, when it controlled the trade in gold with the East.

With the rise of Great Zimbabwe in the 14<sup>th</sup> and 15<sup>th</sup> centuries, the rulers of Mapungubwe began losing control over this trade.



Important towns and centra

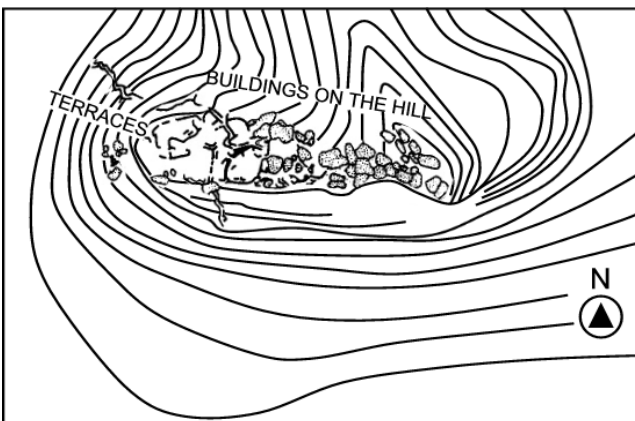
Great Zimbabwe

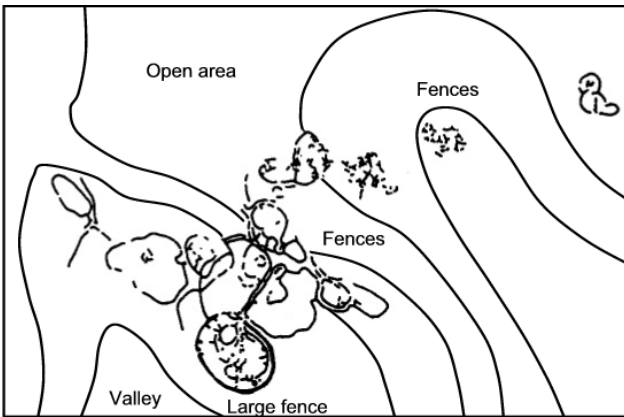
Great Zimbabwe is situated about 30 km from Masvingo (previously known as Fort Victoria). The name originated from the Shona word *maDzwimbabwe* or *dzimbohwe*, which means “large stone building” or “houses of stone”. It was also known as the Empire of Monomotapa. It consists of an extensive complex of precisely planned walls that were constructed without foundations or the use of mortar, and extends over 24 ha. The great outer wall at Great Zimbabwe measures 255 m, and it was built with around about one million blocks of dressed granite. It is the largest building in Africa after the Egyptian pyramids.



## The town Great Zimbabwe

The area was under the control of the Karanga- Rovzi people between 500 and 1500 A.D. The hilltop had become overpopulated sometime between 500 and 1000 A.D. and buildings were then erected below the hilltop. It was a trading centre, but the population consisted mainly of farmers, tradesmen and artisans who lived in traditional wood and plaster huts. (Each complex of huts was a family dwelling consisting of huts for women and children, huts for sleeping, for cooking and for entertaining guests.





### The town centre

- The town centre consisted of two parts: - a hill to the north, where the king had his dwelling - a valley to the south, where the women and children resided
- The open space between the two groups of buildings probably provided a public gathering place
- Stone walls (thick line) protected the king and his family
- The common people – approximately 30 000 – lived in the area surrounding the town centre.

Great Zimbabwe was the centre of a regional trading network along the East Coast. There were gold mines at various places on the Zimbabwean plateau. Most of these were shallow, but some mines were deep. Gold, copper and iron were melted and forged and exported to the East. Gold was carried to the coast where it was traded for beads, cloth and porcelain. Gold had great importance for Europeans and Arabs, because it was scarce and could be used as currency. Beads and cloth, again, were scarce commodities in early kingdoms and these were therefore regarded as symbols of wealth.



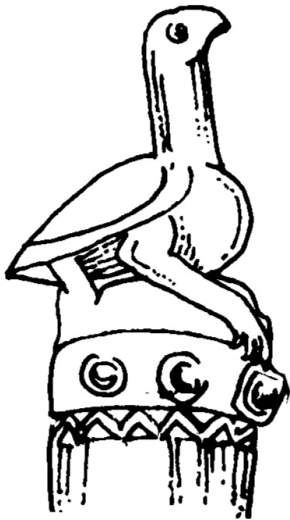
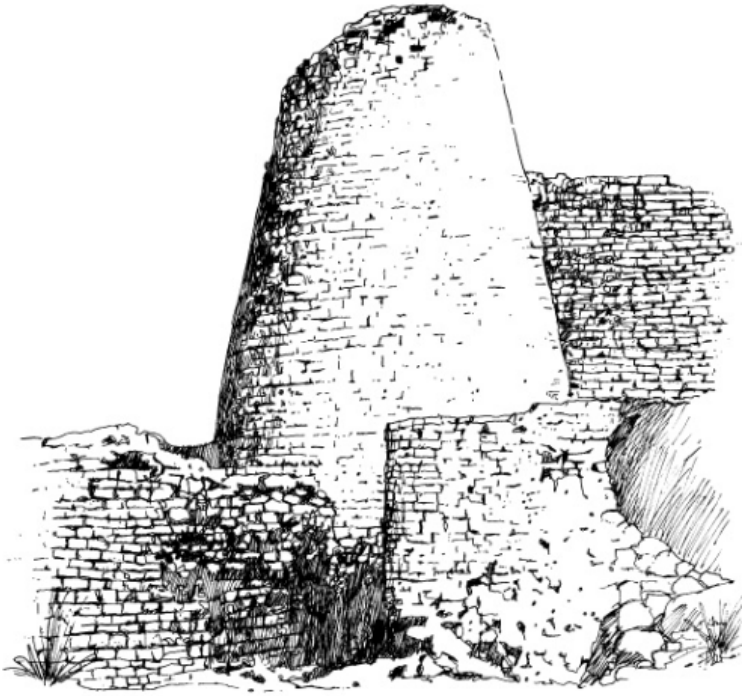
### Muslim traders

Great Zimbabwe had started to decline by 1400 for reasons of a political nature. This caused division between rulers and eventually led to the disintegration of the kingdom into smaller states.

During the 1400s a new empire came into existence in the Northwest of the Zimbabwean plateau. This was the Empire of Monomotapa, which was named after its first ruler and lasted into the 1800s. Like Great Zimbabwe, it was dependent on the gold trade with the East Coast.

The coming of the Portuguese, who tried to take over the trade with the Arab traders in Mozambique and the armies of Mzilikazi (Ndebele chief) and the warring Zulus from the south under Mzilikazi probably hastened the process. Modern Zimbabwe is situated more or less where this empire used to exist.





One of the birds of Great Zimbabwe, carved from soapstone

### **Activity 1:**

## To identify similarities and differences between the people of Great Zimbabwe and ourselves

### [LO 3.1]

a) Suppose you and a group of friends decided to live like the people of Mapungubwe and Great Zimbabwe. Conduct a class discussion on the following:

- Which aspects of their lives could possibly be realised in the present time and in modern society? Motivate.
- What are the challenges / problems that you might experience?

### Assessment

LO 3
<b>HISTORICAL INTERPRETATION</b> The learner will be able to interpret aspects of history.
We know this when the learner:
3.1 interprets sources:
<ul style="list-style-type: none"><li>• compares two versions of an historical event using visual or written sources;</li></ul>
3.2 reconstructs the past:

- distinguishes opinions from facts and information;

### 3.3 representation of the past:

- identifies and selects items which represent an aspect being studied, to contribute to a class display, school museum or community archive.

Early settlements in South Africa

## **SOCIAL SCIENCES: History**

### **Grade 6**

## **TRADING IN AFRICA'S ANCIENT KINGDOMS**

### **Module 16**

## **EARLY SETTLEMENTS IN SOUTH AFRICA**

Meanwhile, what happened in our country? People first started practising agriculture in the present South Africa approximately 2000 years ago. With farming activities spreading from the coastal areas to the river valleys on the central plateau, farmers were obliged to adapt their implements, weapons, and clothing to changing situations. All those living in the small farming communities more or less had equal power and wealth and prosperous towns developed in time, due to the expansion of trading in cattle, ivory, gold, etc.

The earliest farmers south of the Limpopo River lived along the Indian Ocean coastline where the climate was mild, the rainfall adequate and the soil fertile. They cultivated grains and stored their harvests in pots and also gathered seafood. However by 1000 A.D., many settlements had been established in the interior.

We are going to find out more about three interesting settlements, namely those at Mzonjani, Broederstroom and the Boomplaas cave. But first take some time to study the time line and the map.

### **Activity 1:**

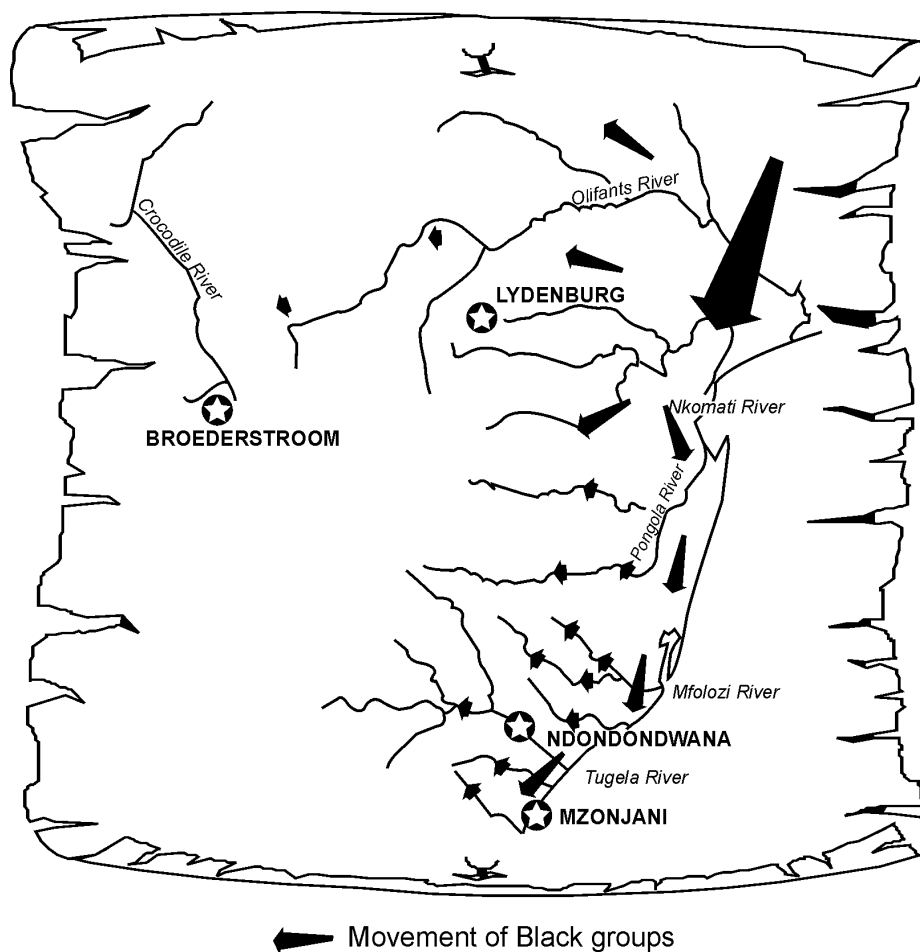
## To Arrange events concerning the early settlements in our country in the correct sequence

### [LO 2.1]

Connect column A and B by only writing the correct symbol from column B in column A.

Column A	Column B
1. 0	A. Gold trade of Mapungubwe takes place
2. 250 A.D.	B. First Indians settle in “SA”
3. 400 A.D.600 A.D.	C. Dutch under Jan van Riebeeck settle at the Cape
4. 1050 A.D.	D. Birth of Christ San and Khoina in “S.A.” already
5. 1200 A.D.	E. Agricultural towns such as Mzonjani and Broederstroom already exist (See map on this page)
6. 1652	F. Farming spreads to the interior Black farmers have already settled in the river valley of “Natal”
7. 1860	G. Black farmers settle in the highveld

- When the first farmers arrived in Southern Africa, they settled in the densely forested and bushy areas along the coast. This area was suited to slash and burn agriculture, which meant that trees were cut down and new fields were cleared whenever current agricultural plots stopped yielding good crops.
- Once farming had been established along the coastal area, farmers started moving inland along the valleys and large rivers to the fertile plains of the interior.



## Activity 2:

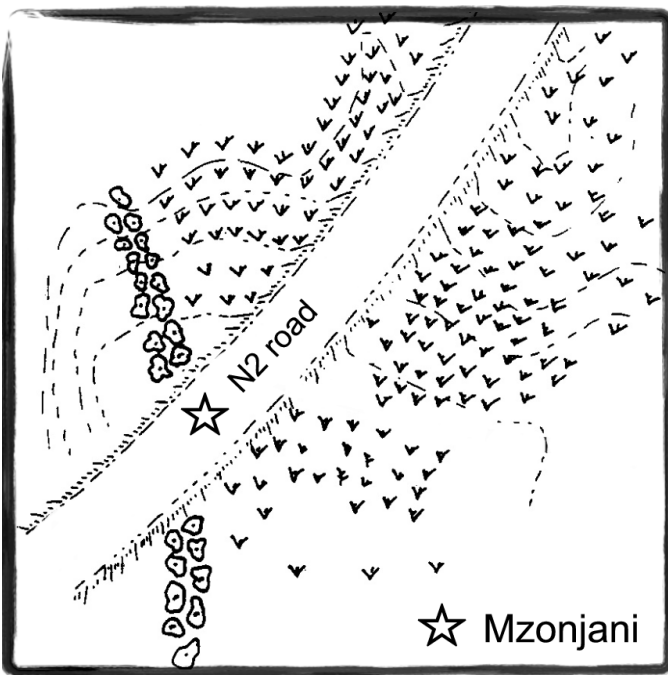
**To use sources to obtain relevant information about the early settlements**

### [LO 1.3]

#### Mzonjani

- Traders from North Africa and the East sailed southwards along the eastern coast of Africa and discovered that Africa yielded a vast number of products. Gold and ivory were exchanged for beads and cloth.

Quite recently a group of road engineers who were busy building a new road north of Durban stopped their work for days on end to allow archaeologists to do archaeological excavations after bulldozers had revealed shards of ancient pottery. The excavation revealed more pottery shards, seashells, stones, animal bones and iron screws.



This was identified as the site of Mzonjani, one of the well-known agricultural villages of Southern Africa. People driving along the N2 highway approximately 20 km north of Durban drive over this site every day without realising that a Southern African village dating from about 280 A.D. was situated here.

**(a) Conduct a group discussion based on the following questions:**

- Have you ever come across something important or valuable while walking in the veld - something that no one else has discovered?
- Was Mzonjani found by lucky chance or by accident?


The Boomplaas cave

People inhabited the Boomplaas cave in the Kango, near Oudtshoorn in the Southern Cape over a long period of time. When archaeologists excavated a cross section of this cave, each layer of soil that they examined told a story about a different period in the history of the cave and the people who had inhabited it.

**b) Study the diagram about the Boomplaas cave that follows and answer the following questions:**

1. Identify the weapons that were used during the following periods:
  - a. 40000 B.C. – 30 000 B.C.
  - b. 4450 B.C – 50 A.D.
2. What are the activities that the people undertook?
3. Which kind of people lived there at about 250 A.D. and what did they do?
4. What can we discover from earthenware and domesticated animals?





Possible dates	Remains of animals	Remains of inhabitants	Archaeologists' interpretation
	burnt manure	none	sheep kraal
	sheep; young goats; burnt manure	earthenware; scrapers; wooden implements; stone fireplaces	
250 n.C. 50 n.C.	young goats; rock rabbits	scrapers; wooden implements; blades; storage holes; rock drawings	short visits; especially for hoarding oil seeds (storage holes)
4450 v.C.			
8000 v.C.	young goats;	scrapers, blades; large fireplaces; one rock drawing	short period of occupation; fire-place (might have been used to dry meat)
	young and adult goats; zebras	many scrapers; small fireplaces	intermittent occupation
10500 v.C.			
12000 v.C.	many adult goats; zebras; buffaloes	many small blades	longer occupation
19000 v.C.	adult goats; zebras	primitive implements	intermittent occupation
30000 v.C.			
40000 v.C.	young and older goats	stone-age implements	intermittent occupation

## Broederstroom

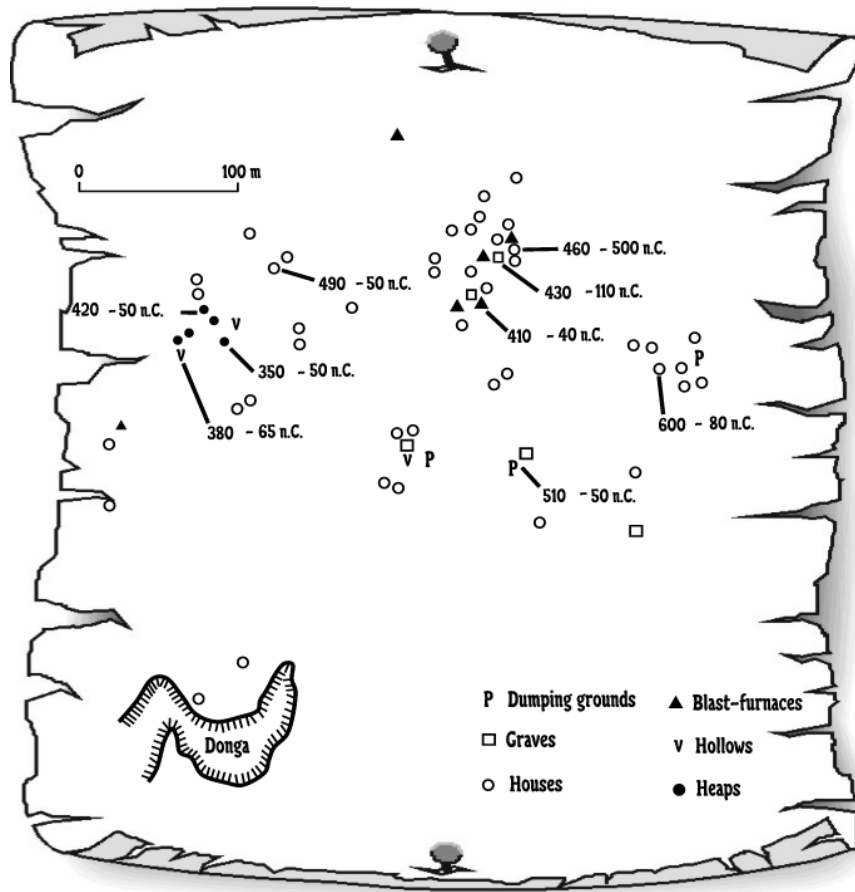
Broederstroom is one of the best-known early agricultural villages situated south of the Limpopo River. It is situated against the southern slopes of the Magalies River valley, in what used to be the south-western Transvaal. The people who lived here about 350 to 600 A.D. were hunters who also kept cattle, as it was a bushy environment with sufficient water and pastures approximately two days' distance on foot.

After 600 A.D. the village was abandoned, to be discovered again through scrupulous investigation by archaeologists linked to the University of the Witwatersrand. Floors and foundations of the buildings of long ago are all that have remained.

The remains, however, indicate that the houses were mostly round and had floors of hardened plastered clay. The roofs were probably made of reeds supported by wooden beams. The excavation also revealed decorated clay

pots of varying shapes and sizes and copper objects, and it was possible to learn that iron was smelted and processed at the site.

c) Study the following map and indicate whether the statements that follow represent facts or opinions:



Map of the terrain

The first villagers built their houses in the north-western part of the terrain.

Broederstroom expanded towards the eastern part of the area.	
Villages that become buried are often discovered by chance.	

## Assessment

Learning Outcomes(LOs)
LO 1
<b>HISTORICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate the past and present.
Assessment Standards(ASs)
We know this when the learner:
1.1 finds sources:
<ul style="list-style-type: none"> <li>identifies sources to help answer the question about the topic;</li> </ul>
1.2 works with sources:
<ul style="list-style-type: none"> <li>selects and records relevant information for specific purposes from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);</li> </ul>

1.3 answers the question:
<ul style="list-style-type: none"> <li>• arranges information logically and chronologically in answering questions about people, events, objects, and places in the past.</li> </ul>
LO 2
<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b> The learner will be able to demonstrate historical knowledge and understanding.
We know this when the learner:
2.1 chronology and time:
<ul style="list-style-type: none"> <li>• places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE';</li> </ul>
2.2 cause and effect:
<ul style="list-style-type: none"> <li>• gives reasons for and explains the results of key events and changes in more than one context;</li> </ul>
2.3 change and continuity:
<ul style="list-style-type: none"> <li>• identifies some aspects of society which have changed and some which have stayed the same over time in more than one context.</li> </ul>

## Memorandum

## Activity 1

(1) d (3) f (5) g (7) b

(2) f (4) a (6) c

## Activity 2

(a) Yes

(b) (1) Sinkers (fishing), arrows and hand axes (stone, wood), arrowheads of bone

(Middle Stone Age) Materials became more advanced (Late Stone Age)

1. Manufacture tools, food, jewelry, hunt, practising art, build houses
2. Khoina – partly also black farmers, keep sheep, earthenware
3. The Khoina introduced the first tamed animals (eg. fat-tailed sheep) and the first earthenware to South Africa.

(c) f, f, f